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ABSTRACT

The practicum described in this study sought to motivate pupils to want to learn to read and to improve their reading skills. Three hundred eighty-two pupils from second through ninth grade who were identified as having reading deficiencies were admitted on a referral basis. A standardized test was used to diagnose strengths and weaknesses in reading. Once diagnosed, each pupil participated in a thematic reading program that used a language experience approach. Implementation was monitored by 1 of 63 reading aides who were trained in a week-long intensive program. Pretests and posttests were used to analyze gains in reading achievement; questionnaires were used to assess attitudes toward reading and the attitudes of adults toward the reading program. Eighty-eight percent of the children showed improved attitude toward reading; 84% showed gains of .8 or more in vocabulary, and 84% showed gains of .8 or more in comprehension. Sixty percent of the parents indicated a favorable attitude toward the program. (Author/AA)

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DEVISING AND IMPLEMENTING A PROGRAM TO IMPROVE
READING SKILLS AMONG SELECTED STUDENTS
IN CENTRAL BUCKS SCHOOL DISTRICT

by

RALPH M. MESSERSCHMIDT

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
Nova University

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ABSTRACT

This Maxi II Practicum has a two-fold purpose:

1. To motivate pupils to want to learn how to read.
2. To improve their reading skills.

Three hundred eighty-two (382) pupils in grades 2-9 in the Central Bucks School District Attendance Area, both public and non-public were admitted on a referral basis by the classroom teacher, parent(s), or other professional school personnel. These pupils were identified as having reading deficiencies as measured by the classroom teacher's observations, written teacher test criteria and standardized test scores.

The reading specialist then administered a standardized test to diagnose the pupils' strengths and weaknesses in reading. Once diagnosed, each pupil was subjected to an innovative approach to the teaching of reading, known as the thematic reading program. Within the thematic program was the language experience approach. The reading specialist identified the reading deficiency for each pupil and wrote an individually prescribed teaching and learning methodology. These methodologies were tested prior to the program to assure quality control of remediating a specific deficiency.

Once a prescription was assigned to a pupil, the implementation was monitored by a reading aide. Sixty-three (63) reading aides were selected from the school attendance area of parents and adults. These aides were trained through a week-long intensive program on how to assist and monitor the learning process.

Both process and product evaluations were utilized. Pre-test and post-test measures were analyzed denoting gain scores of reading achievement. Questionnaires were administered to assess the pupils' attitudes toward reading and the attitudes of adults toward the reading program.

Approximately sixty percent (60%) of the parents who responded to a questionnaire, indicated their favorable attitude toward the program. Reading aides and reading specialists also indicated their pleasure with the program and the progress made by the pupils.

The data analysis revealed, that of the three hundred eighty-two (382) pupils, who were in the program in October, three hundred seventy-one (371) completed it. Eleven (11) pupils moved from the attendance area. Eighty seven and eighty-seven hundredths percent (87.87%) manifested an improved attitude. Three hundred-ten (310) pupils, eighty-three and fifty-six hundredths percent (83.56%) manifested gains of .8 or more in Vocabulary. Three hundred-eleven (311) pupils, eighty-three and eighty-three hundredths percent (83.83%) manifested gains of .8

or more in Comprehension.

Reports of these results were submitted to the Board of Education and building principals in the District as well as to the Bureau of Compensatory Programs, Department of Public Instruction in Harrisburg. The program is being carried out this year as a consequence of this Practicum.

DEVISING AND IMPLEMENTING A PROGRAM TO IMPROVE
READING SKILLS AMONG SELECTED STUDENTS
IN CENTRAL BUCKS SCHOOL DISTRICT

BY RALPH M. MESSERSCHMIDT

INTRODUCTION

The problem of this practicum became evident to the writer during a post-observation conference with (Mrs.) Carol Ann Moench, a reading specialist. Mrs. Moench was assigned to the Warwick Elementary School (grades K-6) and to St. Joseph's Roman Catholic School (grades 1-8) by Dr. Harry J. Klein. Dr. Klein is the Assistant to the Superintendent in charge of Pupil Services for the Central Bucks School District. One of his responsibilities is to assign reading specialists throughout the entire Central Bucks Attendance Area.

Mrs. Moench and the writer had, on many occasions, discussed our mutual concern over the negative attitude toward reading as well as the poor reading skills manifested by some of the pupils. Mrs. Moench felt that the negative attitude interfered with the pupils' progress in reading. The writer felt that the negative attitude not only

¹Ralph M. Messerschmidt is the principal of the Warwick Elementary School. Warwick is one of twelve elementary schools, five parochial, four junior high schools and two senior high schools comprising the Central Bucks Attendance Area. Three parochial schools chose not to participate and the senior high schools were not eligible for participation in the practicum.

interfered with their progress, but that it was a major reason why these same pupils were constantly being referred to the principal for disciplinary reasons.

From Mrs. Moench's observations, it was apparent that these pupils need more than repetitive drill; they need a change in their attitude toward reading.

The writer shared the concern expressed by Mrs. Moench at the regularly scheduled meeting of the Central Bucks Elementary Principals, held in March, 1975. It was generally agreed that the lack of desire to want to learn to read was prevalent among a small percentage of students throughout the entire Central Bucks School District Attendance Area. It was also stated by the group that there were no obvious geographical locations that might be described as "pockets of reading deprivation"; nevertheless, the problem was widespread. Following the discussion, the writer, the principal of the Warwick Elementary School volunteered to undertake a study in order to pursue some instructional alternatives which might lead to a favorable solution to the problem.

In April, 1975, the writer went to Harrisburg² to seek the advice of Mr. Ray K. Hagenbuch, Basic Education Associate, Bureau of Compensatory Education, Department of Education³, Commonwealth of Pennsylvania. After

²Harrisburg is the capitol city of the Commonwealth of Pennsylvania and the seat of state government.

³Department of Education is located in the Education Building in Harrisburg.

reviewing several possible instructional alternatives to the problem, Mr. Hagenbuch advised the writer to prepare and submit a project proposal under Title I of the Elementary and Secondary Education Act (ESEA Title I).

Dr. Ernest B. Fleishman, Superintendent, Central Bucks School District endorsed the "project proposal" idea and agreed to extend the resources of his office to the task. Dr. Fleishman and the writer agreed that a "brainstorm committee" should be formed in order to share ideas which might lead to a viable project proposal. The brainstorm committee consisted of Dr. Fleishman; Dr. William R. Hingston, Assistant Superintendent for Curriculum; Dr. Harry J. Klein, Assistant to the Superintendent for Pupil Services; Mrs. Marian Detwiler, Reading Coordinator; Mr. Richard A. Blythe, Guidance Coordinator; and the writer, Ralph M. Messerschmidt, Principal, Warwick Elementary School.

The first meeting of the committee was held on June 19, 1975. At that meeting the writer was asked if he would assume full charge of coordinating this project in addition to his full-time principal duties. Thus, the writer assumed the responsibility for developing and implementing plans which would come from ideas expressed by members of the committee as well as other concerned persons.

On July 6, 1975, the writer again spoke with Mr. Hagenbuch who advised him to proceed in developing a draft of the program and an anticipated budget. A preliminary

draft was prepared and submitted to the Superintendent for review and comments.

Following the Superintendent's review, a meeting of the Committee was held in order that the members might be apprised of the progress to date. The Committee agreed with the context of the draft. The writer then prepared a final draft and corresponding budget for a program which was designed to remediate reading deficiencies of selected students who reside within the Central Bucks School District Attendance Area.

On August 27, a group of representative parents of public and parochial school students, public and parochial school administrators, the administrator of a home for neglected children (Tabor Home) and representatives of the Bucks County Opportunity Council (a Local Action Agency) met in the library at the Warwick Elementary School. This meeting was held in order to conform with guidelines established for Title I Programs. The writer served as chairperson until an election was held.

Copies of the proposed program were distributed and examined.⁴ Following discussion and explanations, the assembled group⁵ unanimously approved the proposed program.

⁴See Appendix A - A Thematic Approach to the Teaching of Reading: An ESEA Title I Program Proposal

⁵Ibid., pp. 20p and 20q

The writer assumed the responsibility for notifying Mr. Hagenbuch of progress to date. Mr. Hagenbuch advised that a copy of the proposed program be sent to his office for study and evaluation. Following receipt of the program proposal and the budget, Mr. Hagenbuch called the writer and gave him an oral approval to implement the program. The project was assigned a temporary number until such time as Mr. William Dallam, Mr. Hagenbuch's superior, would approve and assign a permanent number.

Dr. Fleishman was notified of the approval and he immediately gave permission to principals to begin recruiting and selecting aides. At a regularly scheduled meeting of the Central Bucks School District Board of Education, held on September 19, 1975, the writer was officially named ESEA Title I Project Director for the 1975-76 school term.⁶

IDENTIFICATION OF THE PROBLEM

The Central Bucks School District as well as those various private and parochial schools which operate within the Central Bucks Attendance Area do a satisfactory job in providing commercial materials, printed and audio-visual, for use in the schools. For most pupils, these commercial materials provide a vehicle which stimulates the pupils

⁶See Appendix B (Copy of Board Minutes)

sufficiently to make them want to learn to read. However, the pupils who have been identified as participants in this Maxi II Practicum have not received sufficient stimulation to want to learn to read from these commercial materials.

For several years, the Central Bucks School District has been utilizing the services of volunteer aides in various capacities. Many of these volunteers tutored pupils who were having difficulty in learning to read. Through the use of commercially prepared materials - basal readers and the like, the tutored pupils showed measurable gains in the ability to read. Other volunteer aides wrote or typed stories dictated by pupils in connection with the Language Experience Approach (LEA) to the teaching of reading. All aides performed services necessary for instruction but not requiring the trained skills of teachers. These services freed teachers to concentrate more intensively on the more technical aspects of teaching.

Despite the tutoring, the extra help given by the classroom teacher, and the help provided by the reading specialist, there remained those pupils who were not able to read well enough to do the work demanded at their respective grade levels. These pupils had reading deficiencies which identified them as being one or more years behind the grade to which they were assigned; thus, they were not able to read as well as they should in order to be successful in school.⁷

⁷The reader should note here that reading deficiencies, in the context used by the writer, apply only to grade level expectancy. They do not relate to IQ Test Scores.

STATEMENT OF THE PROBLEM

As a result of the previously identified concerns, this writer, the principal of the Warwick Elementary School, was named the project director of the ESEA Title I Program for the 1975-76 school term. Over the years, the percentage of pupils having reading deficiencies had remained relatively constant despite the efforts employed. Certainly the utilization of volunteer aides and the expertise of reading specialists combined with the extra efforts of the classroom teachers afforded some remediation. There remained, nevertheless, that certain percentage of pupils, approximately three percent (3%), who seemed to remain oblivious to all the help afforded them.

One might be tempted to suggest that failures are to be expected in endeavors of such magnitude as the teaching of reading to so many pupils. It is, however, contrary to the philosophy of the Central Bucks School District⁸ to accept defeat without having explored all alternatives. Therefore, the problem for this Maxi II Practicum effort was interpreted as addressing itself to a resolution of the following questions:

1. Improvement in reading ability is needed since approximately three percent (3%) of the total school population is one or more years behind grade level expectations in the ability to read.

⁸Op. Cit., Appendix A - p. 20a

2. Improvement in attitude toward learning to read is needed since these same students, as delineated in #1 above, have a negative attitude toward learning to read.

PRACTICUM PARAMETERS

The implementation of this Maxi II Practicum was restricted to the parochial and public elementary schools and public junior high schools which are located within the geographical confines of the Central Bucks School District Attendance Area. The parochial schools serve pupils in grades 1-8, inclusively; the public elementary schools serve pupils in grades K-6, inclusively; and the junior high schools serve pupils in grades 7-9, inclusively. The Central Bucks School District is one of thirteen school districts in Bucks County, Pennsylvania.

The execution of the Practicum was further limited to the following schools:

1. John Barclay Elementary
2. Buckingham Elementary
3. Simon Butler Elementary
4. Chalfont Elementary
5. Doyle Elementary
6. Gaymon Elementary
7. Paul W. Kutz Elementary
8. Linden Elementary
9. Peace Valley Elementary
10. Pine Run Elementary
11. Florence E. Titus Elementary
12. Warwick Elementary
13. Holicong Junior High
14. Lenape Junior High
15. Tamanend Junior High
16. Unami Junior High

17. Our Lady of Mount Carmel
18. School of St. Jude

Buckingham Friends School, Plumstead Christian School and St. Joseph's Parochial School chose not to participate in the "thematic approach to the teaching of reading" as set forth in the practicum design. All efforts to gather information and formulate conclusions are restricted to those pupils, parents, reading specialists and reading aides who were participants or observers in the thematic approach.

Delimitations

The Central Bucks School District is composed of twelve elementary schools, grades K-6; four junior high schools, grades 7-9; and two senior high schools, grades 9-12. Also, within the Central Bucks Attendance Area are three parochial schools, one Christian School and the Buckingham Friends School.

It was decided, at the outset, that the pupils in grades 2-9, inclusive, could probably profit most from a program of this nature. The principal of St. Joseph's School⁹ chose not to participate in the thematic approach. The principals of St. Jude's¹⁰ and Our Lady of Mount Carmel¹³ Schools chose to participate. After the program was in operation, the principal of the Plumstead Christian School¹² asked to have tutorial service afforded the pupils in attendance there. Buckingham Friends School opted not to participate. Since the principals of St. Joseph's School and Plumstead Christian School opted not to participate there is no data on those schools included in this Practicum Report.

⁹See Appendix C Letter from Sister Helen Miriam

¹⁰See Appendix D Letter from Sister Nancy Lamey

¹¹See Appendix E Letter from Sister Carolyn Schwabe

¹²Officials at Plumstead Christian School did no testing.

DEFINITIONS OF TERMS

Aide - A non-certified school employee - a teacher's helper

Assessment - A determination of importance

Botel Reading Inventory - A series of tests designed to determine reading ability

"C Beat" - A publication of the Department of Community Relations, edited by Ms. Doris Payne, Director, and circulated among school employees.

Central Bucks Attendance Area - The geographical confines of the Central Bucks School District, includes private and parochial schools

Central Bucks School District - The official name of the school system in which this practicum was implemented

Central Office Personnel - The Superintendent of Schools, Assistant Superintendent of Schools, Director of Pupil Services and the Director of Community Relations

Cluster Meetings - A meeting of the reading coordinator and reading specialists and aides from a geographical area for the purpose of sharing ideas and improving skills

Creative Writing - An original piece of writing

Disadvantaged Reader - A pupil who cannot read well enough to perform the tasks expected at a given grade

Discursive Writing - Passing from premise to conclusions

Educationally Disadvantaged - Those pupils who have reading deficiencies

Formative Evaluation - Evaluation findings go to the project director in order that procedural changes might be made

Gates-MacGinitie Reading Tests - A series of standardized reading tests designed to measure reading skills

Grade Level Equivalencies - Used to interpret test scores

Inservice - A planned series of activities designed to improve skills

Language Experience Approach - A technique used in the teaching of reading wherein the pupil dictates an experience to someone who writes the words used to describe the experience. The pupil then reads of his own experience.

Learning Atmosphere - A cheerful place created to encourage a pupil to want to learn

Local Action Agency - A monitoring agency whose approval must be secured prior to the implementation of a Title I Program

Log - A diary of daily experiences

Non-graded - Having no specific grade level name

Orientation - Literally to turn to the east. The purpose is to acquaint the aide with policies, procedures, goals and purposes. Orientation is a briefing of what comprises the total program.

Pockets of Educational Deprivation - An identifiable geographical area wherein reside pupils who can't read

Practicum, program, project - Used interchangeably throughout this report

Process Evaluation - Evaluative findings are used to determine changes to be made in the process

Product Evaluation - Evaluative findings determine the final analysis of the program

Pupil, student - Used interchangeably throughout this report - the learner

Reading Deficiencies - Used to describe a pupil who can't read as well as he should read in order to complete assigned tasks

Reading Specialist - A properly certified teacher whose specialty is teaching pupils who have special reading problems

Traditional Methods - A teaching method in which a basic reading textbook is used as a vehicle to teach reading skills

Training - Is what the job requires, the developing of the skills necessary to do the job

WBUX - A radio station serving the area which includes Central Bucks School District

REVIEW OF THE LITERATURE

Definition of a Disabled Reader

Bryant (1963) states that a pupil whose reading capacity is considerably greater than his reading achievement is a disabled reader. He goes on to say that a reading deficiency is always dependent upon the materials and methods used in instruction.

Dechant (1968) describes the pupil who has reading deficiencies as one who: 1) is deficient in language development, has a limited vocabulary, and even though he uses short sentences, these are sprinkled with grammatical errors; 2) he has mastered the public language but cannot deal with the formal language and doesn't use school language; 3) he has perceptual difficulties - recognizes fewer objects than do most pupils - is deficient in auditory attention and interpretation skills and learns less from what he hears than do most pupils; 4) he tends to perform poorly on tests and his achievement in school is low; 5) his attention span is short and he is not motivated by long-range goals; and, 6) his experiential background is meager. Thus, the disadvantaged reader is essentially inexperienced in language. He knows too few words and too few meanings. This pupil's language is not adequate for success in school.

Attitudes of the Disabled Reader

The importance of attitudes toward school and self which are held by parents and of a consequence by their children, is a thread which seems to run throughout the literature of learning and school achievement. These attitudes are not confined to simple like-dislike categories but include many sub-concepts such as "correct" social and learning behavior. Hess and Shipman (1966) concluded that poor achievers come to regard school as an authoritarian institution rather than a place for learning as a result of parental stress on "behaving" and listening to the teacher. These same pupils tended to be more inhibited in their initial behavior in a testing situation, in their quickness of response, and in their social confidence.

Wilson (1972) points out that the problem reader is a source of never ending disappointment to himself, his teachers and his parents.

Brueckner and Bond (1955) state that pupils who are in educational difficulty are emotionally tense or are insecure and have little sense of belonging to the school. The emotional state of the pupil must be considered in planning the program to treat the reading problem.

Waetjen (1965) notes that if a person is accepted and valued and esteemed, he becomes an inquiring person and he actualizes himself. Rath (1954) claims that if our meanings

gained from our experiences are frowned upon, are devalued - it constitutes a rejection of our life and that is intolerable to everyone of us so treated. Robinson (1946) presents data to support the multiple nature of causation in reading problems.

Wilson (1972) emphasizes that the majority of the pupil's scholastic activities are unsatisfactory experiences. He sees little possibility of school as being anything but a series of frustrations and failures. He may show resentment and become belligerent; he may try to escape the reality of the problem; and, he may try to divert the teacher's attention with undesirable behavior. His inability to solve his own problems makes the future look dark.

Identification of a Disabled Reader

The Botel Reading Inventory, designed for grades 1-12 and published by Follett Publishing Company obtains an estimate of the student's independent, instructional and frustrational reading levels. The inventory consists of two tests: Phonics Mastery Test and the Reading Placement Test.

The Phonics Mastery Test is a group test. Level A measures single consonant sounds, blending consonants, consonant digraphs and rhyming elements. Level B tests vowel sounds; Level C measures syllabication; and Level D, nonsense words, measures recognition of phonetic elements.

The Reading Placement Test consists of a Word Recognition Test and the Word Opposites Test. The Word Recognition Test is an individual test and is a measure of oral reading. It consists of twenty word samples at each reading level, from preprimer through fourth grade. The Word Opposites Test evaluates pupil comprehension. There are word Opposites Reading Tests and Word Opposites Listening Tests. The Word Opposites Test is a group test. As a listening test, it indicates the discrepancy between reading performance and reading potential. The pupil listens for the word that is opposite the first word read (strengthen: strong - weaken - support - luncheon).

The Botel Inventory suggests that a pupil is reading on an instructional reading level when he can recognize and pronounce 70-90 percent of the words in the Word Recognition Test and when he can comprehend 70-80 percent of the words in the Word Opposites Test. The pupil is reading on a frustration level when he fails to recognize more than 5 percent of the running words in the Botel Inventory and shows less than 70 percent comprehension.

The Central Bucks School District routinely administers the Botel (1962) Reading Inventory to all pupils in grades 2-12. Two sections of this inventory are useful for reading diagnosis: word recognition - the pupil reads graded lists of twenty words aloud to the teacher; word opposites (reading) - the pupil identifies antonyms from graded lists of twenty words.

Diagnosis

Brueckner (1935) notes that diagnosis is an identification of weakness or strength from an observation of symptoms. It is concerned with determining the nature of the problem and finding a point of attack. Prescription is a blueprint for instruction.

Remediation

Dechant suggests that some reading deficiencies can be remediated by: 1) providing preparatory experiences necessary for learning; 2) using and developing reading materials that present experiences familiar to the children being taught and that capitalize on the pupil's preferred modes of learning; 3) helping pupils to develop their listening skills; 4) helping pupils to articulate the sounds of the language; 5) providing language training along with reading instruction; 6) providing appropriate environmental stimulations so that maturational development may progress at an appropriate rate. Let instruction march slightly, but only slightly, ahead of the pupil's maturation process; 7) teaching reading in such a way as to enhance the social-emotional development of the learner and so as to whet his appetite for reading; and, 8) constantly evaluating the progress of the pupils.

Why Thematic Approach

Goddard (1974) says that Billy was in some way "released" by having told his story. He gained confidence, was more ready to talk, and he wanted to write. This is typical of the language-experience approach through which pupils feel that what they write is their own, an expression of their own feelings and experiences. There can be little doubt that pupils who are able to get this sense of achievement are strongly motivated towards becoming literate. Goddard (1974) goes on to state that reading must be worthwhile to a pupil if he is to experience the degree of motivation that releases energy to carry him through difficult phases; and motivation is not at its height if a pupil is asked to read dreary primers where subject matter is of little interest.

Federal Programs, such as Title I of the Elementary and Secondary Education Act, are encouraging innovative solutions to the educational problems of pupils who have reading deficiencies.

The "thematic" approach to the teaching of reading has as its base the philosophy that all learning begins with experiences; experiences gained through the exploration of the immediate world utilizing all the senses: seeing, listening, feeling, smelling, tasting and movement. Many

authorities, Kodaly⁷, for example, view movement as the basis for all learning. Through such multi-sensory experiences pupils become more observant; more aware of discrimination of colors, shapes, sounds, odors and tastes. Perceptions are sharpened and the pupils view the world in greater dimension which lays the foundation for heightened abilities.

Experience related reading programs are by no means new or revolutionary. They might be viewed as reflecting the combined philosophies of Rousseau, Froebel, Pestalozzi, Dewey and Piaget. Piaget has been quoted as saying that learning is possible only when there is active assimilation (Piaget, 1964) and Almy who says that, in early childhood, activity and language need close association (Almy, 1966).

Both Dewey and Parker introduced an activity method of teaching reading in their experimental schools in Chicago in the early part of the twentieth century. Another pioneer of this technique was Flora Cooke who, at the Francis Parker School, began experimenting with what she called the "natural" method of teaching reading by recording the pupils words related to their experiences on the chalkboard. Cooke believed that children learn to read as naturally as they learn to talk and for exactly the same reasons: "the desire to find out something or to

⁷Kodaly, Anton, Hungarian Composer and the originator of the Kodaly Method of teaching music. This method was begun at Warwick Elementary School. It is now used in all Central Bucks Elementary Schools.

tell something." (Cooke, 1900) She observed that reading and writing, used simultaneously, reinforce and supplement each other, and that children readily read records of their own experiences, using their own vocabularies, without any particular method of reading instruction. It became obvious to her that "writing to read" intensified the desire to read.

Featherstone (1968) contends that children will write for people they trust; they don't write freely until they can talk with confidence; and, most of their best writing comes from things they experience directly.

In Smith's (1934) comprehensive report of American Reading Instruction, this approach is referred to as the "experience method", and in the 1965 revision is described as the "Language Experience Approach" as a type of instruction in which reading is taught largely as it enters into and flows out of children's interests and activities. (Smith, 1965) Today, Stauffer and Allen are the leading proponents of this approach. Both proponents utilize the backgrounds of experience, listening abilities and oral facilities of the pupils; both believe that a pupil's experiences provide the meanings, or concepts, on which to base reading instruction; both agree that the communication skills of listening, speaking and reading are closely interrelated and must be integrated with all other experiences. Stauffer

(1970) notes that the implementation of the Language Experience Approach requires special skills and training. He recommends the training of teacher aides.

Training of Aides

Throughout the United States, the utilization of the skills, unique experiences, and the knowledge possessed by residents of the community, served by a school system, is an expanding phenomenon. Public school educators are responding to a tremendous challenge against great odds. Despite the complications caused by soaring inflation, shifting populations, changing values, new methods in teaching (Levenson, 1962), and, most importantly, a skyrocketing body of information. Utilizing the skills of aides of one type or another are being generated everywhere as a response to the needs of the pupils in our schools

The Growth of Aide Programs

Burton (1967) reported that 41% of the nation's school districts have some form of aide program. The National Education Association's (NEA's) findings (1967) indicated that the utilization of aides was increasing. Of schools with aide programs, whatever the type, in 1965-66, 40.1% were using them for the first time as compared to 36.4% which had initiated such programs during the interval

1960-65. It was estimated that today's programs include more than 40,000 people working in various capacities to augment and enrich the various curricula in the schools (Adams, 1970; Besecker, 1970; Blewitt, 1971; Bush, 1971; Evans, 1971; Masters, 1972; Reed, 1972; Sparks, 1972). This trend toward increasing the utilization of aides as resource people promises to continue and school systems will, of necessity, have to make adjustments in their organizational plans in order to accommodate these changes.

Levenson (1962) reporting on various aide projects across the nation, identifies the key to any type of successful aide program is flexible school personnel and cooperative aides. The Bay City, Michigan, study disclosed that there was a reservoir of talent in the community that was able and eager to assist school people (The Bay City, Michigan, Experiment, 1956). Present emphasis on community involvement in the educational process indicates that the utilization of this talent will continue. Successful participation in this trend makes obvious the need for educators to determine if this utilization is, in fact, resulting in increased educational opportunities for the pupils in the schools (Ness, 1971).

Perkins (1966) suggests procedures which might be followed in initiating and organizing aide programs.

The Community Resource Program (Reed, 1971) was designed to provide enrichment for elementary school

pupils. In addition, it has been found to have great potential for public relations and has served to provide staunch new supporters for the school system. A large number of adults state that their lives are richer and more meaningful as a result of their experiences.

Schindler-Raiman (1970) states, positively, that the combination of a teacher and an aide is a fine menu for pupils. An outcome of her study was her stated belief that several adult models can provide a good teaching/learning atmosphere and do not confuse the pupils.

One of the major problems has been the lack of available personnel in the traditional context in which personnel has been defined. Redefining educational personnel to include non-certified as well as certified appears to have opened a new realm of possibilities for more effective educational programs.

The successful utilization of aides seems to be related to the degree to which their use is identified and established as contributing personnel to the school program. Aides should be used in regular, planned, long-range programs and not resorted to as temporary personnel, or only in response to emergency situations.

Freund (1965) reported in the Project for Academic Motivation for selected students and aides that teachers observed the majority of pupils showing improved motivation and self-confidence. Although initial use of

aides appears to have been on the clerical and non-professional aspects of teaching (Emmerling and Chavis, 1966; National Education Association, 1967; Rioux, 1965), the current emphasis was on the aides interaction with students in such areas as story dictation, reading, and individual and small group tutoring (Herman, 1967; Otterness, 1963; Teacher Aides, 1967).

Research stresses the selection of aides as being of vital importance. Educational qualifications seemed to be less important than social, emotional and motivational characteristics (Rivers, 1966). Some programs required a high school education, some a college degree while others operated successfully with people who had only an elementary school education (National Education Association, 1967). There was agreement that a good training program can usually prepare aides for their duties almost regardless of their educational background (Rivers, 1966). No training program can remedy emotional instability, insensitivity to students' needs or weak motivation for working with young people. Therefore, all programs appeared to need a built-in, established screening process.

Simandle and Watts (1966) emphasized that the use of aides should be justified in terms of local needs. Although effective use of these people may call for more planning and preparation on the part of the reading specialist, the efforts are conducive to the improvement

of instruction, which is the prime objective of the program.

The where, when and how of introducing change of any type into the public school is governed by the law that it is better to do unto others than unto myself. Most school administrators are anxious to change others but are hesitant to change ourselves. Therefore, the conflict associated with bringing about change is often a disagreement as to who is going to change whom rather than whether the change is good for all concerned. This phenomenon probably contributed to Machiavelli's observation that there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things.

Jack P. Crowther, Superintendent of Los Angeles City Schools (How to Organize a School Aide Program, 1968) indicated that implementation of the aide program has resulted in a new means for effective two-way communication between the schools and the community, a communication which has resulted in a greater understanding and acceptance of educational programs.

The senior citizens of our nation comprise an effective source of resource people. Many senior citizens have an abundance of free time and appreciate the opportunity to share of their talents, especially for the benefit of children. Provus (1967) reported that, in a midwestern industrial city with an aide program of nearly 1500 citizens,

he discovered that retired people often miss practicing their work skills as much as children are frustrated by the lack of them.

As Saylor stated (1971), the use of aides in the schools has proven to be of mutual benefit to pupils, teachers and the community. Teachers profited from the specific knowledge that the aides possess; the community profited from the general feedback from the aide; and, the pupils profited from the understanding and knowledge shared by all. Maerowitz (1973) indicated that parent participation in the schools was a something-for something game- everybody passes "GO" and everybody collects. The biggest winners are the pupils.

Concerns Related to the Use of Aides

Cutler (1964) found the use of aides sometimes led to disciplinary problems with students. Lack of agreement between the professional and the paraprofessional regarding the nature of their relationship confused the students. The students began to manipulate the adults by playing one against the other. Clearly defined roles of authority corrected the problem.

When Teacher Assistant Program (TAP) (Hackstaff, 1972) began, there was considerable doubt on the part of the faculty members about the effectiveness of nonprofessionals in the school. Disciplinary problems arising from

disagreement between teachers and aides can only be overcome by their developing rapport which leads to mutual understanding in regard to the handling of problems (Goldstein, 1966; Hansom, 1966).

Staff relations was another area of possible tensions developing from the use of aides. The more people that worked in any situation, the greater the likelihood of tension arising from the interaction of different personalities, philosophies and backgrounds. The school situation was particularly susceptible to conflicts of this nature.

Studies agreed that orientation programs and inservice programs for the aides are necessary for the success of the program. All studies agreed that most programs continue or fail because of this essential element (Attebury and Gilson, 1966; Clark, 1966; Talbot, 1970; Greenberg, 1967; Schanland, 1967; Fagadau, 1972). Surveys of aides stressed the importance of on-the-job training for teachers. On-going, joint teacher-aide assessments should be established to strengthen the aide program (Jacobs, 1973).

McDavid (1969), in summarizing programs reported by others (Leler, 1968); (Klaus and Gray, 1968); and (Weikert, 1969), note that: children whose parents are participating in school programs perform significantly better than control group pupils.

Outcome

The evaluation of aide programs to date appear to be directly related to that which the program was intended to accomplish. The more the aide was able to fulfill expectations, the more the program could be considered successful. The Cherrydale Teacher Aides (1970) reported that a class of children with reading deficiencies made measureable progress with the help of aides. They also stated that there were no instruments to measure the change in the learning climate atmosphere nor to gauge the effect of encouragement and stimulation received from people.

There was evidence, although scant, that student skills and knowledge increased after working with aides. PACE of Cleveland (Carter and Dapper, 1972) compared students tutored in reading with a control group in three areas: skills, attitudes toward reading, and behavioral changes in class. Their results were mixed. In skills, the only gain over the control group was in word knowledge. The mean scores for word discrimination and reading showed no extra advance. In attitude toward reading, the only gain was an increased preference for reading aloud. The teachers' reports showed improvement in oral reading, word knowledge and comprehension. As Saylor stated (1971), the use of aides in schools has proven to be of mutual benefit to

students, parents and teachers. Maerowitz (1973) indicated that aide participation in the schools was a something-for-something game - everybody passes "GO" and everybody collects. The biggest winners are the pupils.

CONCEPTUALIZING A SOLUTION

The review of the literature was conducted to determine if other school systems had ever attempted to resolve the problem in a similar fashion. The vast majority of school systems described methods for establishing volunteer-aide programs. It appeared that an attempt to eliminate, or reduce, reading deficiencies, except by doing "more of same" had not been tried or had not been written for publication.

Since a review of the literature was not particularly productive in relation to the intended approach to be taken toward resolution of the problem, a more historical approach was taken in an effort to conceptualize a solution. Planned interviews were held with educators holding responsible positions in the Central Bucks School District. Reading specialists, other building principals and central office personnel were queried in order to garner their ideas as to recommended procedures in order to operationalize the theory of a thematic approach to the teaching of reading.

In order to implement the philosophy and objectives as well as the intent of the Elementary and Secondary Education Act (ESEA) Title I, the following program was proposed: DEVISING AND IMPLEMENTING A PROGRAM TO IMPROVE READING SKILLS AMONG SELECTED STUDENTS IN CENTRAL BUCKS SCHOOL DISTRICT.

DESCRIPTION OF THE PROGRAM

The emphases of the program were:

1. To develop an improved attitude toward reading
2. To develop the skills needed to read

In order to bring these emphases into focus, a "thematic approach" was utilized. A thematic approach is based on the premise that learning is more effective when it grows out of the needs, interests and problems of the learner. Pupils with reading deficiencies need school experiences that support the reading habit and an environment in which reading is a natural extension of experience.

A thematic approach to learning to read provides opportunities for pupils to learn at the maximum of their capacities in accordance with individual levels of development, their interests, their problems, and their need for learning. A thematic approach encourages these pupils to work through an interdisciplinary project theme utilizing many forms of personal expression and involving all areas of the curriculum.

Initially the importance of this approach was not so much the theme in which the pupil was interested; rather, the importance was in the pupil's attitude toward learning. Pupils need to discover how and where they can find answers to their questions and then communicate their experiences orally, in writing, or in some creative activity by using skills they already possess as well as learning new skills. The pupils turned to books for further information about their

theme or they wrote about their experiences. The result was a factual and logical description; it was a piece of imaginative writing or poetry; it took a form by which the pupils communicated their experiences in creative expression using paint, wood or clay.

In a thematic approach, the arts play an important part in the program. We all learn through our senses and the best means of stimulating the senses is through all aspects of the arts process. Through the arts it is hoped that we are able to motivate these pupils' interests, arouse their curiosity, encourage exploration and develop self discipline - all of which lead to gaining personal satisfaction in learning.

In the utilization of a thematic approach toward learning to read, the pupils need to do as much, if not more, reading and writing than in the typical remedial reading program. There is just as much concern about skill development in the former as in the latter. The difference lies in permitting the participants to choose topics, projects and activities through which they gain the necessary knowledge and skills. Skills were taught, in the thematic approach, as pupils discovered their own need for skills. The learning environment contained a variety of materials designed to arouse interest, to aid research, to create and to encourage the pupils to become completely involved in a particular area of their interest.

Pupils were helped to research their own theme using all the resources available within the school as well as those human resources that were available. Since these pupils were experiencing reading difficulties, the reading aides were sensitive to their problems and read the materials to them, when necessary. The Language-Experience Approach was utilized to help pupils organize this information, as well as to provide materials which were used for their reading instruction.

Pupils were provided with rich sensory experiences to help in vocabulary and concept development. The pupils were helped to communicate these experiences through oral language, creative or discursive writing, or through some form of the arts such as painting, sculpting, music or dramatics.

Topical books, as well as other commercial materials, were used to help in the reinforcement and retention of skills. This was accomplished on an individual or small group instructional basis. Finally, all the information pertinent to the pupils' areas of interest was organized in book form. Also, pupils planned ways to share their accomplishments with classmates through displays, dramatics and choral speaking.

In order to implement the thematic approach to the teaching of reading a program for the recruitment, selection

orientation and training of reading aides was undertaken. Whenever possible these aides were selected from the target population milieu.

Ongoing inservice programs were scheduled¹³ for the selected aides.

¹³See Appendix F - Continuing Inservice for Reading Aides

PRACTICUM DESIGN

The solution to the stated problem was embodied in the form of implementing the two stated emphases. Action was first initiated to make certain that all central office personnel and principals understood the philosophy of the program.

Copies of the Title I Program Proposal were disseminated among the aforementioned people in order that they would not only be apprised as to the total program, but also that they might pursue their respective responsibilities toward the program implementation.

Principals were authorized to recruit and select reading aides in cooperation with the reading specialists. In the Central Bucks School District, the principal is in charge of the school and is responsible for the evaluation of the performance of all employees. It was deemed wise, however, to suggest that principals work in close cooperation with the reading specialists since the latter would be the people giving direction of the aides. The number of aides to be hired was in direct proportion to the number of pupil participants, who were identified as educationally disadvantaged. Principals were also advised to share copies of the Program Proposal with the teachers in their respective schools. It was deemed appropriate, too, to ask that each principal submit the names of parents, who might serve on

the district-wide parent advisory council - as required by Title I, to the project director.

Meanwhile, this writer, the project director, in concert with the Central Bucks Elementary Reading Coordinator-Marian Detwiler, and the reading specialists designed a week-long orientation and training program for the selected sixty-three (63) reading aides.

At a meeting, held on August 27, 1975, in the library of Warwick School, the Title I Parent Advisory Council for the Central Bucks School District unanimously approved the proposed program. A budget was prepared in accordance with Title I Guidelines and submitted to the Bureau of Compensatory Programs, Department of Education, for final approval.

Population Sample

Pupil referrals were made by the classroom teachers to the reading specialists based on the teachers' observations and on the scores provided by the Botel Reading Tests. The tests were administered by the classroom teachers to five hundred eighty-four (584) pupils in grades 2-9 in the Central Bucks Attendance Area. These pupils represented eighteen (18) buildings, both public and parochial schools.

Although the classroom teachers were usually the referrants, parents, principals, other administrators and other specialists recommended pupils for screening. In addition to the above, the reading specialists administered

diagnostic tests and an Informal Reading Inventory, Gates-MacGinitie Reading Tests and whatever other tests the reading specialists deemed necessary in order to construct a profile of the pupil. The profile included an identification of the pupil's reading deficiencies and a prescription which was intended to begin the remediation of the deficiencies. The reading aides, the classroom teachers and the reading specialists were all involved in the remediation of the pupil's deficiencies.

Sample Selection

Based on the referral method described above, three hundred eighty-two pupils from grades 2-9 were identified and selected for this practicum. The following depicts the number of pupil-participants from each grade level:

Grade 2	<u>34</u>	Grade 6	<u>63</u>
Grade 3	<u>76</u>	Grade 7	<u>33</u>
Grade 4	<u>92</u>	Grade 8	<u>12</u>
Grade 5	<u>68</u>	Grade 9	<u>4</u>

Data Instrumentation

A parent evaluation form was administered to each child's parent at the end of the program, May, 1976. This form assessed the effectiveness of the program as perceived by the parents. In addition, the parents were requested to assess their child's performance due to the program. The child's attitude toward reading prior to the program and after the program was also assessed by the

parent's perceptions of the child.

The reading aides assessed the following: The effectiveness of the program; the support of the classroom teachers; the effectiveness of the in-service training received; the help received from the reading specialists; the availability and quality of the instructional materials; the effectiveness of a certain pupil-aide ratio; the physical conditions; the pupils progress; the pupils attitude toward the program and the grade level which seemed to profit most and least.

The reading specialists were requested to assess the same components as the teacher aides described above, with the exception of the question on "the help received from the reading specialists." The reading specialists were asked to assess the help received from the reading coordinator. In addition, the specialists assessed the recruitment and selection of aides and principal attitude and support of the program concept.

In order to measure the achievement gains in reading, each pupil in the program was administered (pre and post) the Gates-MacGinitie Reading Test by the reading specialists. The reading specialists also administered the "Region Eight Right-to-Read" Test to pupils in grades 2 and 3 who had the lowest scores on the Gates-MacGinitie Test. Pupils in grades 4-9, scoring low on the Gates-MacGinitie Reading Test were administered the Compensatory Reading Program Test (CFRT) attitudes toward reading test.

PRACTICUM EXECUTION

Execution of this Maxi II Practicum was done in eight (8) separate and distinct, however related, phases: 1) planning and designing the program; 2) completing and filing application forms with the Division of Compensatory Programs, Bureau of Special and Compensatory Education, Pennsylvania Department of Education; 3) planning and implementing an orientation and training program for selected reading aides; 4) establishing parent councils; 5) establishing purchasing guidelines and procedures; 6) monitoring the program; 7) preparing and submitting reports as required by the Division of Compensatory Programs; and 8) preparing and submitting the Maxi II Report.

Meetings were scheduled and conducted with colleagues in the Central Bucks School District before actual efforts were initiated. These meetings were conducted for the express purpose of insuring proper communications in advance of the execution of specific activities. The Superintendent, the Assistant Superintendent in Charge of Curriculum, the Director of Community Relations and the various building principals comprised the primary group.

The secondary group was comprised of parochial school personnel, parents and members of the various community agencies. This latter group was formed in accordance with Title I Guidelines. (The reader should

note that the Central Bucks School District Board of Education automatically adopted the Title I Guidelines when the Board approved the "Thematic Approach to the Teaching of Reading" Program). Names of parents were secured from principals, secondary group people were invited to form the Title I Advisory Council - again, in accordance with Title I Guidelines.

At a meeting of the Central Bucks Title I Parent Advisory Council¹⁴ held in the library of Warwick Elementary School, unanimous approval of the proposed program was given. Since program approval by some people who could not be present at the August 27, 1975¹⁵ meeting was needed, it was necessary for the writer to visit with Sister Madonna Maria, Assistant Superintendent of the Archdiocese of Philadelphia, in order to secure her signature of approval.

The Central Bucks School District Board of Education approved the ESEA Title I Program at its regularly scheduled meeting in September. At the same meeting, this writer, the principal of the Warwick Elementary School, was named Project Director.

Title I Guidelines mandated that three-hundred eighty-two (382) would be the maximum number of pupils

¹⁴Appendix A, op. cit., pp. 20m and 20n

¹⁵Appendix G, Agenda for Parents Advisory Council Meeting

eligible for participation in the program. Since there were neither pockets of educational deprivation nor poverty pockets identifiable, it was deemed wise to identify the number of eligible participants at any given school be based on a percentage of the total enrollment. It was further deemed wise to try to hold to the number of pupils per aide as a ratio of six (6) pupils to one (1) aide.

Principals and reading specialists selected sixty-three (63) reading aides. These aides came from the school community of parents and other adults. A week-long orientation and intensive training program was provided for the aides for the purpose of assisting the reading specialists in implementing the program.

As previously stated, the respective principals in the Central Bucks School District were responsible for the supervision of the various employees in each school; therefore, each principal, in cooperation with the reading specialist, was authorized to hire from two (2) to six (6) aides dependent on the pupil population.¹⁶ It was deemed advisable to have the reading specialist's advice in the selection of aides since they, the reading specialists, would be giving direction to the aides.

¹⁶ See Appendix H - Memorandum dated September 19, 1975

Title I Guidelines mandate that goals be set, prior to the implementation of the program, which will also, serve to determine the effectiveness of the program. It was felt that the "Thematic Approach to the Teaching of Reading" should have two areas of emphasis:

- 1) Eighty percent (80%), or more, of the participants should improve their reading skills by one (1) month or more for each month of participation. Since the program was designed to be in operation for eight (8) months, a gain of .8 on the part of eighty percent (80%) of the participants as revealed by pre and post test scores using the Gates-MacGinitie Reading Test Series was deemed to be acceptable. It should be noted that these pupils were the poorest readers in each school.
- 2) the second area of emphasis was to improve the attitude of the pupils toward reading.

ORIENTATION AND TRAINING PROGRAM

The orientation and training of the sixty-three (63) selected reading aides began at 9:00 A.M. on October 5, 1975. (It should be noted, at this juncture, that the rooms used for the orientation and training program were in use by the people of the Doylestown Presbyterian Church. During the afternoon and evening of Sunday, October 4, almost every reading specialist, many classroom teachers and principals voluntarily prepared the rooms for the program.) This writer, the Project Director, introduced the Superintendent and the Assistant Superintendent for Instruction who extended greetings on behalf of the Central Office Administration. Each reading specialist introduced the aides for whom the reading specialist was responsible. Mrs. Marian Detwiler, Reading Coordinator for the Central Bucks School District Elementary Schools outlined the program for the week.¹⁷ This writer informed the aides that they would certainly: 1) find unequal working conditions due to the lack of space in the various buildings. Some people will be working in rooms, some in corridors and some in closets. The writer further advised that each aide would be working only three and one-half (3½) hours per day in order to avoid the need for including them in fringe benefit programs such as health and life

¹⁷See Appendix A, op. cit., pp. 27-29

insurance. They were further informed that at the close of the Title I Program their services would be terminated. It should be noted, at this point, that sixty-four (64) aides¹⁸ were in attendance for the orientation and training. Sixty-three (63) aides completed the Orientation and Training Program.

During the period of time that the program was in operation, from October, 1975 until the end of May, 1976, only three (3) aides dropped out: the husband of one aide was transferred from the area; one became pregnant and chose not to continue; the third was offered a full-time position and chose to accept it.

During the training program, the aides selected a "theme," just as the pupil-participants would. The theme was developed, again according to plan and continued until the close of the training program. On the fourth day, Thursday, each reading aide received a kit¹⁹ which was self-explanatory in that it showed how to develop skills. On Friday afternoon, October 9, each aide shared her culminating effort - a book, a series of pictures, or a model, with the total group. Each presenter had a broad smile as the presentation took place.

¹⁸One person came solely to learn; she knew that she would not be paid.

¹⁹See Appendix I - Sample of Materials

IMPLEMENTING THE PROGRAM

The implementing of the "Thematic Approach to the Teaching of Reading" began on Monday, October 12, 1975. The pupils had been selected, the reading specialists and the aides were prepared, and the activity areas - closets, corridors, whole rooms and parts of rooms, whatever was available in the respective schools, were identified.

At the same time that the program was implemented, the writer and the Director of Community Relations were taping five (5) minute radio programs to inform the public - a tape is included - for broadcast over Radio Station WBUX. Also, arrangements were made with two local merchants, Foster's Toy Store and Kenny's Book Store, for direct purchase of supplies which were to be used in the program.

On the afternoon of the first Friday in each month, the writer met with the reading specialists and the reading coordinator in order to hear their concerns and attempt to solve or alleviate the identified problems. The problem of scheduling so as not to interfere with other curricular offerings was quickly identified. The reading specialist from Butler School informed the group that they had decided to rotate the schedules so that pupils were not absent from their regular classrooms at the same time each day. Others in attendance agreed to try the same approach.

Questions were asked about the amount of testing, diagnosing and writing of prescriptions being done. "Is it all necessary?" These questions were raised repeatedly

at meetings. The answer was always the same: "They are required." Since the reading specialists were wholeheartedly in accord with the approach, they accepted the diagnosing and prescribing as part of the job.

On January 6, 1976, Mr. James M. Scheffer,¹⁹ Basic Education Associate, Division of Compensatory Programs, Bureau of Special and Compensatory Education, Department of Public Instruction visited the Central Bucks School District in order to "take a look" at our Title I Program. Mr. Scheffer visited three (3) schools, spoke with the principals and the reading specialists, met with the superintendent, returned to Harrisburg and wrote a letter²⁰ to Superintendent Fleishman.

On January 15, 1976, the Superintendent wrote²¹ to the Project Director and asked for a plan of action which would eliminate, as far as possible, the shortcomings identified by Mr. Scheffer. The Director responded to Dr. Fleishman by outlining a plan²² to eliminate, as far as possible, the shortcomings of the program as identified by Mr. Scheffer.

Mr. Scheffer had found that: 1) pupils were being selected for participation in the program on the basis of

¹⁹Roy K. Hagenbuch, previously identified in this capacity, had retired.

²⁰See Appendix J - Letter from Mr. Scheffer

²¹See Appendix K - Dr. Fleishman's Letter

²²See Appendix L - Project Director's Letter

an IQ test, this is a violation of Title I Guidelines;
2) some reading specialists were not fully certified; and
3) some reading aides were writing prescriptions for the participants.

This writer, the project director, visited every participating school and discussed the contents of Mr. Scheffer's letter with the respective principal and reading specialist.²³ The outcome of those visits caused:

1. Two "reading specialists" to enroll in programs which lead to certification as reading specialists.
2. One "reading specialist" was permitted to continue to monitor the program at the school; however, the person was not permitted to diagnose or write prescriptions. A fully certified person assumed this responsibility.
3. Reading aides ceased prescribing.
4. The poorest readers were included in the program, regardless of IQ scores.

The program continued, as designed, with ongoing monitoring, in-service meetings and visitations on the part of the writer through January, February and March. In early March, 1976, a phone call was received that an evaluation team would visit the Central Bucks School District on May 10 and 11, 1976, in order to perform a formal evaluation of the program. On April 26, 1976

²³See Appendix M - Note to Principals and Visitation Schedule

another phone call was received from Mr. Scheffer stating that the formal evaluation was cancelled. Meanwhile, persistent rumors were received that the program was being referred to as an exemplary program.

On May 4, 1976 a district-wide meeting of residents of the Central Bucks School District was held in the Community Room at Central Bucks High School West. Approximately one-hundred fifty (150) adults were in attendance. Included were parents, reading aides, reading specialists and school administrators. The purpose of the meeting was to seek input as to how the Central Bucks School District should direct its Title I Allocation for the 1976-77 school term. Two (2) people of the twenty-three (23) who spoke expressed minor concerns related to scheduling. The unanimous opinion was to continue the "thematic approach to the teaching of reading."

The program ended, as scheduled, on May 28, 1976.

EVALUATION

Parents, Reading Aides and Reading Specialists

In addition to the attitude and reading tests administered to the pupils, there were three (3) distinct groups of adults who were in a position to respond to questionnaires which would add to the evidence of attitudinal change and improved reading skills. The three (3) groups consisted of parents, reading aides and reading specialists.

An evaluation form²⁴ was designed to determine parents' evaluation of the program as well as their children's attitude toward the program, progress in reading and attitude toward reading. Another evaluation form²⁵ was designed to determine the reading aides' evaluation of the program, the progress made by the pupils, and the attitudinal changes of the pupils. Essentially, the same evaluation form²⁶ was administered to the reading specialists as was administered to the reading aides.

The Likert Scale was chosen as the method for grading the responses. Possible responses to items in the Likert range from a very positive to a very negative response. The most positive response receives the highest score (5); the most negative response receives the lowest score (1).

²⁴See Appendix N - Evaluation Form-Parents

²⁵See Appendix O - Evaluation Form-Reading Aides

²⁶See Appendix F - Evaluation Form-Reading Specialists

Parents' Responses

As shown in Table 1, two hundred forty-six (246) parents responded to Question #1 of the Evaluation Form. The parents indicated that on a scale of five - "one" (1) being low and "five" (5) being high, they evaluated the total program as having an average of 4.12. Two hundred sixty (260) parents responded to Question #2. The average of 4.09 indicates their perceptions of how their child/children felt about the program. Two hundred fifty-three (253) parents described their child's/children's progress in reading as 3.64. Two hundred fifty-five (255) respondents indicated a 2.33 average on "attitudes toward reading" at the beginning of the program. Two hundred fifty-two (252) respondents indicated an average of 3.65 on "attitude toward reading" at the end of the program.

Table 1

Parents' Responses					
Question	#1	#2	#3	#4	#5
Respondents	246	260	253	255	252
Outstanding	88	90	31	13	34
Good	114	122	113	33	131
Satisfactory	36	36	82	46	59
Improvement Needed	4	6	28	100	23
Unsatisfactory	1	6	1	60	3
No Response	16	4	11	10	12
Average	4.12	4.08	3.64	2.33	3.65

Table 1 illustrates the responses to the questionnaire administered to the parents of the pupils in the Title I program on an attendance area basis, signifying their reaction to the program.

Reading Aides

As shown in Table 2, sixty (60) reading aides responded to the evaluation questionnaire. Not all respondents addressed themselves to all elements of the questionnaire, or circled more than one (1) numeral. These elements were, as previously noted, considered as "no response" items.

An average response of 4.18, to Question #1, would indicate that the reading aides were quite pleased with the total program. Many aides stated that the strength of the program lies in the emphasis that is placed on building self-confidence in the participants.

Question #2 asked the aides to respond to what extent the classroom teachers supported the program. The average response to this question was 3.71. On the whole this average would indicate that there was a high level of support. It should be noted, however, that there were some teachers who made reference to the "fun and games" attempt to teach reading.

Question #3 evoked an average response of 3.65. The aides felt that keeping a "log" of pupils daily activities helped them in noting, and reporting, progress for the reading specialist.

Question #4 brought an average response of 2.10. The lowest average of all responses. The vast majority of the aides felt that the keeping of a log, by the pupils,

was self-defeating. It has too great a resemblance to a report card.²⁷

Question #5a asked that the aides evaluate the orientation and training sessions in which they had participated. The average response was 4.41. The aides found this facet of the program to be very helpful.

Question #5b was intended to have the aides evaluate the meetings wherein aides from several schools gathered in order to "bring and brag" about some of the themes which they had helped pupils develop. The average response was 3.50.

Question #5c asked the aides to evaluate the inservice sessions which were held on a monthly basis in each school. The aides found these sessions to be very helpful. The average rating was 4.07.

Question #5d brought the highest average response, 4.66, of all questions asked. The aides said that the reading specialists helped them to know much about each pupil - his strengths and weaknesses - and how to help him.

Question #6 addressed itself to the availability of instructional materials. This question received an average rating of 4.10. There was cash available, on a per pupil basis, to purchase supplies throughout the duration of the program.

²⁷ Central Bucks School District uses a narrative method of reporting pupils progress to parents.

Question #7 asked that the aides evaluate the quality of instructional materials available to them. This question evoked an average response of 4.19. Reading aides frequently selected, or helped to select, the materials which were used in the program.

Question #8 elicited an average response of 4.46. It received the second highest rating of all questions. Initially the thought of the writer was to strive for one-half ($\frac{1}{2}$) hour aide-pupil sessions. This seemed to work very well.

Question #9 asked the aides to evaluate the physical conditions under which they were working. Some of them worked in closets, others in hallways, corridors, or wherever a spot could be found. This question received an average of 3.17.

Question #10 asked that the aides attempt to evaluate the academic progress made by the pupils. The question received an average response of 3.53.

Question #11 requested the aides to evaluate the attitude of the pupils in May as compared with the previous October. This question received an average rating of 4.13. Most aides felt that there was a decided change in attitudes.

Questions #12 and #13 asked that the aides respond to the questions of which grade level would seem to be the best and which would be the worst to attempt to initiate

a thematic approach to the teaching of reading. A vast majority of the elementary aides selected grade 3 as the most appropriate grade level and grade 6 as the least appropriate. The secondary aides selected grade 7 as the most appropriate and grade 9 as the least appropriate.

Table 2
Aides Responses

Questions																
	1	2	3	4	5a	5b	5c	5d	6	7	8	9	10	11	12	13
1.	4	2	5	1	5	5	5	5	4	4	5	2	4	4	6	2
2.	5	2	4	3	5	4	4	5	4	4	5	5	5	4	4	2
3.	5	2	4	2	5	4	5	5	5	5	4	5	5	5	3	2
4.	5	2	4	4	5	4	5	5	4	4	5	5	4	4	3	2
5.	4	3	5	2	NR	4	3	5	5	5	5	5	2	2	3	NR
6.	4	3	5	2	4	4	3	4	5	5	4	4	2	2	3	6
7.	4	3	5	2	4	4	3	4	5	5	4	5	2	3	3	NR
8.	5	4	5	1	3	3	3	5	5	5	5	4	3	4	3	NR
9.	5	5	5	4	5	1	4	4	4	4	4	2	4	5	NR	NR
10.	4	4	5	5	5	2	5	4	3	3	5	2	4	5	4	NR
11.	3	1	4	4	5	2	4	5	5	5	5	5	4	5	4	NR
12.	5	1	1	1	5	4	5	5	4	4	5	3	3	5	NR	NR
13.	4	3	5	4	2	5	5	4	4	4	5	2	3	4	5	2
14.	4	3	5	5	4	2	5	5	4	4	5	2	3	4	5	2
15.	4	4	5	5	5	2	5	5	4	5	5	3	3	4	3	6
16.	5	4	5	5	5	3	5	5	5	5	5	3	4	4	NR	NR
17.	4	3	4	4	5	3	4	5	3	4	4	2	3	5	NR	NR
18.	5	5	4	1	5	5	5	5	5	5	4	5	5	5	NR	NR
19.	4	4	4	3	5	3	5	5	4	4	5	3	4	4	3	6
20.	5	5	5	2	5	5	5	5	5	5	5	5	4	NR	NR	NR
21.	4	5	4	1	5	4	5	5	4	5	NR	4	4	4	NR	NR
22.	5	3	2	2	5	3	5	5	2	5	4	3	5	4	NR	6
23.	4	3	4	1	5	5	3	5	3	4	5	1	3	4	3	5
24.	4	3	1	1	5	5	3	5	3	3	5	1	4	4	3	6
25.	4	2	1	1	5	5	5	5	2	3	5	3	3	4	NR	6

Aides Responses
(continued)

Questions																
	1	2	3	4	5a	5b	5c	5d	6	7	8	9	10	11	12	13
26.	4	2	3	1	4	4	3	5	3	2	4	2	3	4	NR	NR
27.	4	5	1	1	4	4	4	5	5	5	4	4	4	4	NR	2
28.	2	3	4	1	5	4	2	4	2	2	5	1	2	4	NR	NR
29.	4	4	4	1	5	4	4	4	4	4	4	2	4	4	NR	NR
30.	4	4	3	1	4	3	4	4	4	4	4	4	3	4	NR	NR
31.	4	5	4	3	4	4	5	5	4	4	5	4	4	4	NR	NR
32.	5	5	1	1	5	3	5	5	5	4	5	2	4	4	NR	NR
33.	4	4	2	1	4	3	3	4	4	4	4	3	4	4	NR	2
34.	4	3	3	3	5	4	4	5	5	3	4	4	4	5	NR	NR
35.	5	5	4	1	4	3	3	5	5	3	4	3	4	4	5	6
36.	4	4	5	1	5	2	5	5	5	4	4	1	4	5	3	6
37.	4	3	3	2	4	3	4	5	4	4	3	1	3	3	NR	6
38.	4	4	4	2	4	3	4	5	4	4	3	1	3	4	NR	6
39.	3	5	3	1	5	2	4	5	5	5	5	5	3	4	3	6
40.	NR	5	5	2	5	4	5	5	5	5	5	3	3	4	NR	NR
41.	4	5	4	3	NR	4	5	5	5	5	4	4	NR	NR	3	2
42.	4	4	4	2	4	3	5	5	4	4	4	4	4	4	3	6
43.	NR	3	5	1	2	2	2	4	4	4	NR	1	3	4	3	NR
44.	4	4	4	3	5	3	4	4	4	4	NR	1	4	5	3	NR
45.	4	3	4	1	4	2	2	2	4	4	NR	2	NR	3	NR	NR
46.	4	4	5	NR	4	2	5	4	4	NR	4	2	4	5	NR	6
47.	5	4	4	2	5	4	5	5	5	5	5	5	4	5	3	6
48.	4	4	3	2	4	4	4	4	4	3	5	3	4	4	3	6
49.	5	4	4	2	5	4	5	5	5	4	5	5	4	4	3	6
50.	3	3	1	1	4	2	1	5	2	4	5	5	2	4	NR	9

Aides Responses
(continued)

Questions																
	1	2	3	4	5a	5b	5c	5d	6	7	8	9	10	11	12	13
51.	4	5	4	3	5	4	5	5	4	4	5	4	3	4	NR	NR
52.	4	3	1	1	4	4	3	4	4	4	NR	2	3	4	7	9
53.	4	3	1	1	3	4	3	4	4	4	3	2	3	4	7	NR
54.	5	4	4	1	5	4	4	5	2	3	5	3	4	3	NR	NR
55.	4	5	3	1	2	4	4	5	5	5	5	5	4	5	2	6
56.	NR	5	3	3	5	3	5	5	5	4	5	4	2	4	2	NR
57.	4	4	3	1	4	4	3	3	4	4	1	4	4	5	NR	NR
58.	4	5	4	3	4	4	3	3	4	4	4	4	4	NR	NR	6
59.	4	5	3	2	4	4	3	4	4	4	5	3	NR	4	NR	NR
60.	4	5	3	2	4	4	3	NR	4	4	4	3	4	NR	NR	6
$\frac{238}{57}$ $\frac{222}{60}$ $\frac{219}{60}$ $\frac{123}{59}$ $\frac{256}{58}$ $\frac{210}{60}$ $\frac{241}{60}$ $\frac{272}{59}$ $\frac{246}{60}$ $\frac{243}{59}$ $\frac{250}{56}$ $\frac{190}{60}$ $\frac{201}{57}$ $\frac{231}{56}$ 3rd 6th 4.18 3.71 3.65 2.10 4.41 3.50 4.07 4.66 4.10 4.19 4.46 3.17 3.53 4.13 3rd 9th																

Table 2 represents the average response to the questionnaire administered to the sixty (60) aides participating in the Title I Program.

Reading Specialists

As shown in Table 3, seventeen (17) of the eighteen (18) reading specialists, who worked in the program, responded to the questionnaire which was prepared for them. Again, it should be noted that whenever more than one (1) numerical response, per question, was made, it was treated as "no response."

Seventeen (17) of the eighteen (18) reading specialists gave the total program an average rating of 4.41. Many of the respondents stated that the success of the program was due to the premise that learning grows out of interest.

Question #2 had an average rating of 3.77. Most reading specialists felt that the classroom teacher supported the program - some, of course, with more enthusiasm than others.

Question #3 evoked an average response of 3.59. Most of the reading specialists felt there was a need for record keeping which would indicate the progress of the pupil.

Question #4 as in the case of the reading aides, the reading specialists felt that this type of record keeping was too closely akin to report cards. The average was 2.41.

Question #5a asked the reading specialists to evaluate the orientation-training program which was

conducted for the aides. The average response was 4.40. Everyone who was directly, or indirectly, involved in the program helped with the orientation-training program.

Question #5b brought an average response of 3.40. Most of the respondents felt that the cluster meetings were morale builders. In addition the cluster meetings gave a feeling of belonging to a district-wide project.

Inservice sessions with the school (question #5c) received an average rating of 4.00. They afforded opportunities to glean suggestions from other staff people. Librarians were particularly good resource people at these sessions.

Question #5d received the highest average rating of 4.77. Mrs. Marian Detwiler, Elementary Reading Coordinator, gave constant help and support to the program.

Question #6 asked that the respondents evaluate the availability of materials. This evoked an average response of 4.27. Several specialists made mention of the fact that they were able to get materials so quickly.

Question #7 received an average response of 4.27. Aides and specialists purchased what they wanted.

Question #8 asked the reading specialists to evaluate the six (6) pupils to one (1) aide ratio. The responses revealed an average rating of 4.24. Many specialists said that the 6-1 ratio worked very well.

Question #9 received an average rating of 3.13. Many of the reading specialists, as well as the aides, did

not have satisfactory physical facilities. They worked in hallways, foyers, closets, and supply rooms.

Question #10 requested the reading specialists to evaluate the academic progress of the pupils. This question received an average rating of 4.47. The specialists felt that the pupils acquired reading skills that they would not have acquired in a traditional program.

Question #11 asked the reading specialists to compare the attitudes of the pupils in the beginning of the program to the pupils' attitude at the end of the program. This query received an average response of 4.19. Most of the pupils showed a noticeable improvement in their attitudes toward reading, specifically, and school, generally.

The reading specialists felt, as did the reading aides, that the third grade pupils profited most from the program. They also agreed with the reading aides in stating that the older the pupil the more difficult is the remediation.

Question #14 asked that the reading specialists evaluate the method of recruiting and selecting aides. The average response was 4.27. Reading specialists were very happy to have been involved in the selection.

Questions #15 and #16 asked that the reading specialists evaluate the principals' attitudes toward and support of the program. The former revealed an average of 4.71; the latter received an average of 4.59. Both scores would be indicative of the support of principals.

Table 3
Reading Specialists Responses

		Questions																		
School	Respondents	1	2	3	4	5a	5b	5c	5d	6	7	8	9	10	11	12	13	14	15	16
By	17	5	2	4	4	5	5	5	5	5	5	5	4	5	5	3	2	5	5	5
Bm	17	4	3	4	2	5	4	3	5	3	3	3	3	3	3	3	5	3	4	4
Br	17	5	4	3	3	5	3	4	4	4	4	4	4	5	5	3	NR	4	4	4
Ct	17	4	3	4	4	5	3	4	5	3	4	4	3	4	5	NR	NR	5	4	4
De	17	5	4	3	3	5	3	3	5	5	5	5	3	4	4	5	6	5	5	5
Gm	17	4	3	2	2	NR	4	4	NR	NR	NR	5	NR	5	4	5	6	NR	4	4
Kz	17	5	4	5	1	3	4	4	5	4	4	5	4	5	4	4	6	4	5	5
Ln	17	5	4	4	1	5	4	3	5	5	5	4	4	4	4	NR	6	5	5	5
PV	17	4	4	5	3	4	3	5	5	4	4	4	5	4	4	3	NR	2	4	3
PR	17	4	4	3	4	5	4	4	5	5	5	5	4	5	4	3	6	5	5	5
Ts	17	5	3	3	3	4	5	5	5	5	5	5	1	5	5	4	2	NR	5	5
Wk	17	4	4	4	3	5	3	4	5	3	3	5	1	5	4	3	6	4	5	4
Holic	17	4	5	5	1	5	4	4	NR	4	4	5	2	4	4	NR	NR	5	5	5
Lenap	17	4	2	1	1	3	1	3	NR	5	NR	4	1	5	4	7	8	2	5	5
Tam		NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Unam	17	4	5	4	1	3	1	5	5	5	5	4	3	4	4	7	NR	5	5	5
OLMC	17	4	5	3	3	NR	NR	NR	NR	NR	4	1	5	4	4	NR	NR	5	5	5
SJ	17	5	5	4	2	4	NR	4	3	4	4	4	3	4	NR	NR	6	5	5	5
Avg.Resp.		4.41	3.59	4.40		4.00		4.00		4.27	4.24	4.47			4/	6/	4.27		4.59	
		3.77	2.41	3.40		4.77		4.27		4.27	3.13	4.19	7	9					4.71	

Table 9, above, illustrates the average responses to the questionnaire administered to the reading specialists in each school participating in the Title I Program.

Pupils' Attitudes - Grades 2 and 3

In October, 1975, the Reading Specialists administered the "Region Eight - Right-to-Read" attitude test²⁷ to all second and third grade pupils enrolled in the program. The same test was administered at the end of the program to denote gain scores in attitudinal changes toward reading. The following results by grade level, illustrate the findings:

Grade 2

Attitude Test Results

As illustrated in Table 4, two (2) pupils exhibited a negative attitude in the pre-test. Thirty (30) pupils fell into the zone of acceptability. This group of thirty (30) was divided further into low, average and high levels. Seven (7) pupils fell into the low range of acceptability, sixteen (16) were in the average range, and seven (7) in the high range of acceptability. These three (3) groups represented approximately eighty-eight percent (88%) of the pupils in the attitudinal pre-test. Two (2) pupils scored in the positive attitudinal area of the pre-test.

Post test results revealed that there were no pupils remaining in the negative attitude range. Twenty-six (26) pupils were in the zone of acceptability on the pose test. The low range was improved from twenty and sixth tenths percent (20.6%) to six percent (6%). Meanwhile the high range improved from twenty and six-tenths

²⁷See Appendix Q - Region Eight Right To Read

percent (20.6%) to thirty percent (30%). The positive area increased from two (2) pupils to seven (7) pupils which was a net improvement of more than fifteen percent (15%) over pre-test findings.

A line graph²⁸ has been prepared, illustrating the relationship that existed between the thirty-three (33) pupils' pre and post attitude test scores. Pre-test scores were placed in ascending order. The pupils' post-test scores were arranged to correspond with the respective pre-test scores. The attitude of only four (4) pupils did not improve.

²⁸See Appendix R¹ - Second Grade Attitude Test Results

Region Eight Right To Read
Attitude Test Results
Grade 2

Negative Attitudes	Zone of Acceptability			Positive Attitudes
	Low	Average	High	
2 (5.9%)	7 (20.6%)	16 (47.1%)	7 (20.6%)	2 (5.9%)
	- - - - -88.3%- - - - - pre-test			
0 (0%)	2 (6%)	14 (43%)	10 (30%)	7 (21%)
	- - - - -79% - - - - - post-test			
18-29	30-35	36-43	44-49	50-54

Table 4

Grade 2 pre and post attitudinal test results.

Grade 3Attitude Test Results

As illustrated in Table 5, two (2) pupils manifested a negative attitude in the pre-test. Seventy-one (71) were in the zone of acceptability. Since this was a large group, the writer further delineated the levels of low, average and high within the zone of acceptability. Eight (8) pupils tested in the low acceptability range, forty-two were in the average range and twenty-one (21) in the high range of acceptability. These three (3) groups approximately represented ninety-three per cent (93%) of the pupils in the attitudinal pre-test.

Post test results revealed that one (1) pupil remained in the negative attitude range. That pupil represented less than three per cent (3%) of the participants and demonstrated an improved attitude of approximately three per cent (3%) in this category. Sixty-one (61) pupils were in the zone of acceptability on the post test score. The low range was reduced from two and sixth tenths per cent (2.6%) to one and three tenths per cent (1.3%). Meanwhile, the high range improved from twenty-seven and six tenths per cent (27.6%) to thirty-seven and three tenths per cent (37.3%). The positive area increased from three (3) pupils to thirteen (13) pupils which was a net improvement of thirteen and three tenths per cent (13.3%) over pre-test findings.

A line graph²⁹ has been prepared, illustrating the relationship that existed between the seventy-five (75) pupils' pre and post attitude scores. Pre-test scores were placed in ascending order. The pupils' post test scores were arranged to correspond with the respective pre-test scores. The attitude of five (5) pupils failed to improve.

²⁹See Appendix R² 3rd Grade Attitude Test Results

Region Eight Right To Read
Attitude Test Results
Grade 3

Negative Attitudes	Zone of Acceptability			Positive Attitudes
	Low	Average	High	
2 (2.6%)	8 (10.5%)	42 (55.3%)	21 (27.6%)	3 (4.0%)
	-----71----- pre-test			
1 (1.3%)	3 (4.0%)	30 (40.0%)	28 (37.3%)	13 (17.3%)
	post-test			
18-29	30-35	36-43	44-49	50-54

Table 5

Grade 3 pre and post attitudinal test results.

Pupils' Attitudes - Grades 4-9

In October, 1975, the Reading Specialists administered the Compensatory Reading Program Test (CRPT)³⁰ to all pupils, grades 4-9, enrolled in the program. The same test was administered at the end of the program to denote gain scores in attitudinal changes toward reading. The following results, by grade levels, illustrate the findings:

Grade 4

Attitude Test Results

As illustrated in Table 6, seven (7) pupils exhibited negative attitudes in the pre-test. Seventy-nine (79) fell into the zone of acceptability. Since this was a large group, the writer further delineated the levels of low, average and high. Nine (9) pupils fell into the low range of acceptability, sixty-three (63) were in the average range and seven (7) in the high range of acceptability. These three (3) groups represented eighty-nine percent (89%) of the pupils in the attitudinal pre-test. Three (3) pupils scored in the positive attitudinal area of the pre-test.

Post-test results revealed that two (2) pupils remained in the negative attitude range. These two (2) pupils represented two percent (2%) of the participants and demonstrated an improved attitude of at least six percent (6%) in this category. Seventy-four (74) pupils were

³⁰See Appendix S - C.R.P.T. Attitudes Toward Reading

in the zone of acceptability on the post-test. The low range was improved from ten percent (10%) of the pupils to six percent (6%). Meanwhile the high range improved from eight percent (8%) to twenty-eight percent (28%). The positive area increased from three (3) pupils to eleven (11) pupils which was a net improvement of nine percent (9%) over pre-test findings.

A line graph³¹ has been prepared, illustrating the relationship that existed between the eighty-nine (89) pupils' pre and post attitude test scores. The pupils' post-test scores were arranged to correspond with the respective pre-test scores. The attitudes of fourteen (14) pupils failed to improve.

³¹See Appendix R³ - Attitude Test Results

Region Eight Right To Read
Attitude Test Results
Grade 4

Negative Attitudes	Zone of Acceptability			Positive Attitudes
	Low	Average	High	
7 (8%)	9 (10%)	63 (71%)	7 (8%)	3 (3%)
	-----89%----- pre-test			
2 (2%)	5 (6%)	45 (52%)	24 (28%)	11 (12%)
	-----86%----- post-test			
45-90	91-100	101-125	126-135	136-180

Table 6

Grade 4 pre and post attitudinal test results.

Grade 5Attitude Test Results

As illustrated in Table 7, seven (7) pupils exhibited a negative attitude in the pre-test. Eighty-four per cent (84%) fell into the zone of acceptability. Since this was a large group, the writer further delineated the levels of low, average and high. Ten (10) pupils fell into the low range of acceptability, forty-four (44) were in the average range and three (3) in the high range of acceptability. These three (3) groups represented eighty-four per cent (84%) of the pupils in the attitudinal pre-test.

Post test results revealed that one (1) pupil remained in the negative attitude range. That pupil represented just one per cent (1%) of the participants and demonstrated an improved attitude of nine per cent (9%) in this category. Fifty-eight (58) pupils were in the zone of acceptability on the post test. The low range was improved from fifteen per cent (15%) of the pupils to six per cent (6%). Meanwhile, the high range improved from four per cent (4%) to sixteen and two tenths per cent (16.2%). The positive area increased from four (4) pupils to nine (9) pupils which was a net improvement of seven and three-tenths per cent (7.3%) over pre-test findings.

A line graph³² has been prepared, illustrating the relationship that existed between the sixty-eight (68) pupils' pre and post attitude test scores. The pupils' post-test scores were arranged to correspond with the respective pre-test scores. The attitudes of eight (8) pupils failed to improve.

³²See Appendix R⁴ - Attitude Test Results

Region Eight Right To Read
Attitude Test Results
Grade 5

Negative Attitudes	Zone of Acceptability			Positive Attitudes
	Low	Average	High	
7 (10.3%)	10 (14.7%)	44 (64.7%)	3 (4.4%)	4 (5.9%)
	- - - - -84% - - - - -			
	pre-test			
1 (1.5%)	4 (5.9%)	43 (63.2%)	11 (16.2%)	9 (13.2%)
	- - - - -86% - - - - -			
	post-test			
45-90	91-100	101-125	126-135	136-180

Table 7

Grade 5 pre and post attitudinal test results.

Grade 6Attitude Test Results

As illustrated in Table 8, seven (7) pupils manifested a negative attitude in the pre-test. Fifty-five (55) fell into the zone of acceptability. Since this was a large group, the writer further delineated the levels of low, average and high. Eleven (11) pupils fell into the low range of acceptability, forty (40) pupils were in the average range and four (4) in the high range of acceptability. These three (3) groups represented eighty-seven per cent (87%) of the pupils in the attitudinal pre-test. One pupil scored in the positive attitudinal area of the pre-test.

Post test results revealed that two (2) pupils remained in the negative attitude range. These two (2) pupils represented three and two-tenths per cent (3.2%) of the participants and demonstrated an improved attitude of seven and nine tenths per cent (7.9%) in this category. Fifty-nine (59) pupils were in the zone of acceptability on the post test. The low range was improved from seventeen and five tenths (17.5%) to eight and two tenths per cent (8.2%). Meanwhile, the high range improved from six and four tenths (6.4%) to sixteen per cent (16%). The positive area remained the same with one (1) pupil.

A line graph³³ has been prepared, illustrating the relationship that existed between the sixty-two (62) pupils' pre and post attitude test scores. The pupils' post test scores were arranged to correspond with the respective pre-test scores. The attitudes of eight (8) pupils failed to improve.

³³See Appendix R⁵ - Attitude Test Results

2
 Region Eight Right To Read
 Attitude Test Results
 Grade 6

Negative Attitudes	Zone of Acceptability			Positive Attitudes
	Low	Average	High	
7 (11.1%)	11 (17.5%)	40 (63.5%)	4 (6.4%)	1 (1.5%)
	- - - - -87% - - - - - pre-test			
2 (3.2%)	5 (8.2%)	44 (71.0%)	10 (16.0%)	1 (1.6%)
	- - - - -71% - - - - - post-test			
45-90	91-100	101-125	126-135	136-180

Table 8

Grade 6 pre and post attitudinal test results.

Grades 7-9Attitude Test Results

As illustrated in Table 9, fourteen (14) pupils exhibited a negative attitude in the pre-test. Thirty-three (33) fell into the zone of acceptability. The writer divided this group into levels of low, average and high. Six pupils fell into the low range of acceptability, twenty-five (25) were in the average range and two (2) in the high range of acceptability. These three (3) groups represented sixty-seven and three tenths per cent (67.3%) of the pupils in the attitudinal pre-test. Two (2) pupils scored in the positive attitudinal area of the pre-test.

Post test results revealed that seven (7) pupils remained in the negative attitude range. These seven (7) pupils represented fifteen and two tenths per cent (15.2%) of the post-test participants and demonstrated an improved attitude of thirteen and four tenths per cent (13.4%) in this category. Thirty-five (35) pupils were in the zone of acceptability on the post-test. The low range changed from twelve and two tenths per cent (12.2%) of the pupils to nineteen and six-tenths per cent (19.6%). Meanwhile, the high range improved from four and one tenth per cent (4.1%) to eight and seven tenths per cent (8.7%). The positive area increased from two (2) pupils to four (4) pupils which was a net improvement of four and six tenths per cent (4.6%) over pre-test findings.

A line³⁴ graph has been prepared, illustrating the relationship that existed between the forty-six (46) pupils' pre and post attitude test scores. The pupils' post test scores were arranged to correspond with the respective pre-test scores. The attitudes of only one (1) pupil failed to improve.

³⁴See Appendix R⁶ - Attitude Test Results

Region Eight Right To Read
Attitude Test Results
Grades 7 - 9

Negative Attitudes	Zone of Acceptability			Positive Attitudes
	Low	Average	High	
14 (28.6%)	6 (12.2%)	25 (51%)	2 (4.1%)	2 (4.1%)
	- - - - -67.3% - - - - -			
	pre-test			
7 (15.2%)	9 (19.6%)	22 (47.8%)	4 (8.7%)	4 (8.7%)
	- - - - -76.1% - - - - -			
	post-test			
45-90	91-100	101-125	126-135	136-180

Table 9

Grades 7-9 pre and post attitudinal test results.

Pupils' Reading Skills - Grades 2-9

In October, 1975, the Reading Specialists administered the Gates-MacGinitie Vocabulary and Comprehension Test to all the pupils, grades 2-9, enrolled in the program. The same test was administered at the end of the program to denote gain scores in reading skills. The following results, by grade level, illustrate the findings:

Grade 2

As previously stated, the Gates-MacGinitie Reading Tests were administered by the reading specialists, to those pupils who had been referred for participation in the program. The Gates-MacGinitie Reading Tests are standardized reading tests which conform to Title I Guidelines. Table 10 shows that thirty-four (34) second grade pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Test in October, 1975. The results constitute pre-test data. The anticipated growth in reading skills was .8 since that figure corresponded to the number of months that the program was in operation. It was anticipated that eighty percent (80%) of the pupils would achieve such growth.

Thirty-three (33) pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Tests in late May, 1976. The results of the May testing constitute the post-test data.

It should be noted that seventy-five and seventy-six hundredths per cent (75.76%) of the participants showed gains of .8, or more, in Vocabulary. Meanwhile, seventy-two and seventy-three hundredths percent (72.73%) of the participants showed gains of .8, or more, in Comprehension.

School "Kz" had one (1) participant move from the attendance area while the program was in operation.

Grade 2

School	Vocabulary		Gainers	Comprehension		Gainers	Total
	Pre	Post		Pre	Post		
By	3	3	3	3	3	2	3
Bm	2	2	1	2	2	1	3
Br	-	-	-	-	-	-	-
Ct	2	2	1	2	2	2	2
De	-	-	-	-	-	-	-
Gn	4	4	3	4	4	3	4
Kz	6	5	4	6	5	4	5
Ln	-	-	-	-	-	-	-
PV	3	3	2	3	3	2	3
PR	2	2	2	2	2	2	2
Ts	3	3	2	3	3	2	3
Wk	-	-	-	-	-	-	-
OLMC	4	4	3	4	4	3	4
SJ	4	4	3	4	4	2	4
Totals	34	33	25	34	33	24	33

Table 10 identifies the number of participants who gained .8, or more while in grade 2.

Grade 3

Table 11 shows that seventy-six (76) third grade pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Test in October, 1975. The results constitute pre-test data. The anticipated growth in reading skills was .8 since that figure corresponded to the number of months that the program was in operation. It was anticipated that eighty per cent (80%) of the pupils would achieve such growth.

Seventy-four (74) pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Test in late May, 1976. The results of the May Testing constitute the post-test data.

It should be noted that ninety-one and eighty-nine hundredths per cent (91.89%) of the participants showed gains of .8 or more, in Vocabulary. Meanwhile, ninety and fifty-four one hundredths per cent (90.54%) of the participants showed gains of .8, or more in Comprehension.

Schools "Bm", "De", "Ln", and "SJ" each had one (1) participant move from the attendance area while the program was in operation.

Grade 3

School	Vocabulary		Gainers	Comprehension		Gainers	Total
	Pre	Post		Pre	Post		
By	4	4	2	4	4	4	4
Bm	3	2	2	3	2	2	2
Br	5	5	4	5	5	4	5
Ct	6	6	5	5	6	5	6
De	8	7	6	8	7	6	7
Gn	6	6	6	6	6	6	6
Kz	8	8	7	8	8	7	8
Ln	6	6	6	6	6	6	6
PV	6	6	6	6	6	6	6
PR	6	6	6	6	6	6	6
Ts	6	6	6	6	6	6	6
Wk	5	5	5	5	5	4	5
OLMC	5	5	5	5	5	5	5
SJ	2	2	2	2	2	0	2
Totals	76	74	68	76	74	67	74

Table 11 identifies the number of participants who gained .8, or more, while in grade 3.

Grade 4

Table 12 shows that ninety-two (92) fourth grade pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Test in October, 1975. The results constitute pre-test data. The anticipated growth in reading skills was .8 since that figure corresponded to the number of months that the program was in operation. It was anticipated that eighty per cent (80%) of the pupils would achieve such growth.

Eighty-eight (88) pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Test in late May, 1976. The results of the May Testing constitute the post-test data.

It should be noted that eighty-nine and seventy-seven hundredths per cent (89.77%) of the participants showed gains of .8, or more, in Vocabulary. Meanwhile, the same per cent of participants showed gains of .8, or more in Comprehension.

Schools "Ct", "Gn", "Ln", and "PV" each had one (1) participant move from the attendance area while the program was in operation.

Grade 4

School	Vocabulary		Gainers	Comprehension		Gainers	Total
	Pre	Post		Pre	Post		
By	7	7	6	7	7	6	7
Bm	11	11	8	11	11	9	11
Br	5	5	5	5	5	4	5
Ct	6	5	4	6	5	5	5
De	12	12	10	12	12	11	12
Gn	9	8	8	9	8	7	9
Kz	3	3	3	3	3	3	3
Ln	7	6	6	7	6	6	6
PV	6	5	4	6	5	4	5
PR	6	6	5	6	6	5	6
Ts	7	7	7	7	7	6	7
Wk	4	4	4	4	4	4	4
OLMC	5	5	5	5	5	5	5
SJ	4	4	4	4	4	4	4
Totals	92	88	79	92	88	79	88

Table 12 identifies the number of participants who gained .8, or more, while in grade 4.

Grade 5

Table 13 shows that sixty-eight (68) fifth grade pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Test in October, 1975. The results constitute the pre-test data. The anticipated growth in reading skills was .8 since that figure corresponded to the number of months that the program was in operation. It was anticipated that eighty per cent (80%) of the pupils would achieve such growth.

Sixty-seven (67) pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Tests in late May, 1976. The results of the May Testing constitute the post-test data.

It should be noted that eighty-eight and fifty-one one hundredth per cent (88.51%) of the participants showed gains of .8, or more, in Vocabulary. Meanwhile, the same percentage of participants showed gains of .8, or more, in Comprehension.

School "Ln" had one (1) participant move from the attendance area while the program was in operation.

Grade 5

School	Vocabulary		Gainers	Comprehension		Gainers	Total
	Pre	Post		Pre	Post		
By	5	5	5	5	5	4	5
Bm	7	7	6	7	7	6	7
Br	7	7	5	7	7	6	7
Ct	4	4	4	4	4	4	4
De	7	7	7	7	7	5	7
Gn	3	3	3	3	3	3	3
Kz	6	6	4	6	6	6	6
Ln	7	6	6	7	6	6	6
PV	3	3	3	3	3	1	3
PR	5	5	4	5	5	3	5
Ts	5	5	3	5	5	3	5
Wk	2	2	2	2	2	2	2
OLMC	4	4	3	4	4	3	4
SJ	3	3	2	3	3	3	3
Totals	68	67	57	68	67	57	67

Table 13 identifies the number of participants who gained .8, or more, while in grade 5.

Grade 6

Table 14 shows that sixty-three (63) sixth grade pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Test in October, 1975. The results constitute the pre-test data. The anticipated growth in reading skills was .8 since that figure corresponded to the number of months that the program was in operation. It was anticipated that eighty percent (80%) of the pupils would achieve such growth.

Sixty-two (62) pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Tests in late May, 1976. The results of the May Testing constitute the post-test data.

It should be noted that eighty and sixty-five one hundredths per cent (80.65%) of the participants showed gains of .8, or more, in Vocabulary. Meanwhile, seventy-seven and forty-two one hundredths per cent (77.42%) showed gains of .8, or more in Comprehension.

School "Wk" had one (1) participant move from the attendance area while the program was in operation.

Grade 6

School	Vocabulary		Gainers	Comprehension		Gainers	Total
	Pre	Post		Pre	Post		
By	4	4	3	4	4	2	4
Bm	5	5	5	5	5	4	5
Br	5	5	4	5	5	4	5
Ct	3	3	2	3	3	2	3
De	5	5	4	5	5	5	5
Gn	4	4	4	4	4	2	4
Kz	7	7	6	7	7	5	7
Ln	4	4	3	4	4	3	4
PV	3	3	3	3	3	2	3
PR	3	3	3	3	3	3	3
Ts	4	4	3	4	4	4	4
Wk	7	6	5	7	6	5	6
OLMC	3	3	2	3	3	3	3
SJ	6	6	3	6	6	4	6
Totals	63	62	50	63	62	48	62

Table 14 identifies the number of participants who gained .8, or more, while in grade 6.

Grades 7-9

Table 15 shows that forty-nine (49) pupils in grades 7, 8, and 9 were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Test in October, 1975. The results constitute pre-test data. The anticipated growth in reading skills was .8 since that figure corresponded to the number of months that the program was in operation. It was anticipated that eighty per cent (80%) of the pupils would achieve such growth.

Forty-six pupils were administered the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Tests in late May, 1976. The results of the May Testing constitute the post-test data.

It should be noted that sixty-nine and fifty-seven hundredths per cent (69.57%) of the participants showed gains of .8, or more, in Vocabulary. Meanwhile, sixty-seven and thirty-nine hundredths per cent (67.39%) of the participants showed gains of .8, or more, in Comprehension.

School "Le" had two (2) participants move from the attendance area. Schools "Td" and "U1" each had one (1) participant move from the attendance area while the program was in operation.

Grades 7-8-9

School & Grade	Vocabulary		Gainers	Comprehension		Gainers	Total
	Pre	Post		Pre	Post		
Grade 7							
Hg	9	9	7	9	9	6	9
Le	8	8	6	8	8	4	8
Td	8	7	5	8	7	6	7
U1	8	8	5	8	8	6	8
Grade 8							
Hg	3	3	3	3	3	2	3
Le	3	3	2	3	3	3	3
Td	3	3	2	3	3	2	3
U1	3	2	0	3	2	0	2
Grade 9							
Hg	1	1	0	1	1	1	1
Le	1	0	0	1	0	0	0
Td	1	1	1	1	1	0	1
U1	1	1	1	1	1	1	1
Totals	49	46	32	49	46	31	46

Table 15 identifies the number of participants who gained .8, or more, while in the junior high school.

Results of Gates-MacGinitie Gain Scores
For Each Elementary Grade Level-Secondary Is Grouped As One

Grade	Participants	Vocabulary Gains	Percentage	Comprehensive Gains	Percentage
2	33	27	81.82	26	78.78
3	74	69	82.00	69	92.00
4	88	80	89.89	80	89.89
5	68	58	85.29	56	82.35
6	62	49	79.03	48	77.42
7-9	46	31	67.39	31	67.39
	<u>371</u>	<u>310</u>	<u>83.56</u>	<u>311</u>	<u>83.83</u>

Table 16 shows the results of the Gates-MacGinitie gain scores by grade level, and the secondary schools as a total group.

Central Bucks School District
Gates-MacGinitie Reading Test Results
All Pupils - Elementary By Building-Secondary Grouped As One

School	Participants		Vocabulary		Comprehension	
	Pre	Post	Gains	Percentage	Gains	Percentage
By	23	23	19	82.61	19	82.61
Bm	29	28	23	82.14	23	82.14
Br	22	22	18	81.82	22	81.82
Ct	21	20	16	80.00	18	90.00
De	32	31	27	87.10	27	87.10
Gm	26	25	24	96.00	21	84.00
Kz	30	29	25	86.21	26	89.66
Ln	24	23	21	91.30	20	86.96
PR	21	20	18	90.00	15	75.00
PR	22	22	20	90.90	19	86.36
Ts	25	25	21	84.00	23	92.00
Wk	18	17	16	94.12	14	82.35
SJ	19	19	13	68.42	13	68.42
OLMC	21	21	18	85.71	18	85.71
Totals	333	325	279	85.93	280	85.63
Secondary	49	46	31	67.39	31	67.39
	382	371	310	83.56	311	83.83

Table 17 shows the results of the Gates-MacGinitie gain scores for each elementary school. The secondary gain scores are grouped as one.

SUMMARY

There were two emphases in this program:

1. To develop an improved attitude toward reading.
2. To develop the skills needed to read.

A thematic approach to the teaching of reading was employed throughout the program in order to focus on the need for improved attitudes as well as improved reading skills. The reading aides and the reading specialists were thoroughly indoctrinated during the week-long orientation and training period prior to the program implementation. In addition, the cluster meetings (inservice sessions) provided opportunities to share and exchange evidences of success through the implementation of the thematic approach.

Of the five hundred eighty four pupils, who had been referred by classroom teachers, et. al., the reading specialists identified three hundred-eighty two pupils, who had the most serious reading deficiencies. The practicum addressed itself to those pupils. During the period that the program was in effect, eleven (11) pupils moved from the attendance area.

Approximately sixty percent (60%) of the parents of the pupil-participants, responded to a questionnaire. The questionnaire was designed to assess the parents perception of the program, their children's attitudes toward the program and to the improvement of reading skills. A questionnaire, of a broader scope, was designed to have

reading aides assess the program and its components. Essentially the same questionnaire was administered to reading specialists as was administered to the aides.

The Gates-MacGinitie Reading Tests (Vocabulary and Comprehension) were administered, pre-test and post-test, to measure gains in reading skills. Attitude tests were also administered, pre and post, to measure changes in attitudes.

Parents reported a decided improvement in attitudes toward school, generally, and reading, particularly, as a result of their children's involvement in the program. They attributed the changes to the approaches employed in the program.

Reading aides and reading specialists reported dramatic improvement in the attitudes of many of the participants, particularly the boys. Both aides and specialists cited instances when participants showed evidences of improved attitudes and improved skills. Indeed, the desire to want to read was manifested in the fact that pupils would volunteer to go to the librarians and ask for books on their interests.

It should be recalled that these selected pupil-participants were the poorest readers in the schools. More than eighty percent (80%) showed improvements of .8, or more, in Vocabulary and Comprehension as measured by the Gates-MacGinitie Reading Tests.

This practicum effort has been successful due to the tremendous effort and support of the parents, reading aides, reading specialists, classroom teachers and administrative colleagues. The Superintendent of Schools and his staff members supported the program and applauded the efforts that went into it. Whenever necessary, Dr. Fleishman explained the reason for the writer's frequent absences from Warwick School as being necessary due to the magnitude of the program.

The practicum effort actually exceeded anticipated goals. The pupils gained in reading skills and their attitudes toward reading changed in a corresponding manner. The reading aides were totally dedicated to the success of the program. Documentation lies, of course, in the fact that only three (3) aides, less than five percent (5%) did not stay until the end. Reading specialists, despite the amount of testing necessary, remained totally dedicated to the philosophy of a "thematic approach to the teaching of reading."

Many parents have introduced themselves to the writer by saying, "You don't know me, but I'm the mother of _____ and he was in that Special Reading Program at our school and I want you to know that now he likes reading and he wants to go to school."

FURTHER APPLICATIONS

Program results were shared with parents at meetings of the various Parent Advisory Councils at each participating school and at the Central Bucks District Parent Advisory Council Meeting. Findings were also shared with the staff members directly involved with the on-going program, i.e., reading aides and reading specialists. Classroom teachers and principals were also informed. At a public meeting of the Central Bucks School District Board of Education, a presentation was made with respect to the program emphases, activities and achievements. The Board of Education directed the Administration to continue the program as presented.

During the current school term, the State Department of Education has evaluated the program as being exemplary.³⁵ This means that the Central Bucks School District is eligible for recognition as being an adaptor/adopter model. Its primary interest is to diffuse the program into districts which indicate an interest in its implementation.

Inservice training programs were conducted by this writer for the Central Bucks Administrative Staff on the identification, selection and training of aides. In addition, a program presentation was given to the Bucks County Elementary Principals Association.

Copies of this Practicum Report were sent to the Bureau of Compensatory Programs, Pennsylvania Department of Education and to Dr. Ernest B. Fleishman, Superintendent of Schools, Greenwich, Connecticut.

³⁵See Appendix T - Statement from Program Evaluators

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TO BE COMPLETED BY ON-SITE EVALUATION TEAM

1. Yes The program is operating as described within the
Yes-No narrative of the project application and is serving
the Title I target evaluation as required by law;
however, the findings and recommendations above should
be carefully reviewed before this program is re-submitted
as an ongoing project.

2. Yes In the opinion of the evaluation team, should the overall
Yes-No Title I program of this school district be considered as
"exemplary"? "Should any of the project components be
considered as exemplary?" ☒ Yes ☐ No
If "yes," which one(s)?
The project qualifies as exemplary because of the significant
number of certified personnel working as aides in the project
who provide more meaningful dimensions of learning experiences
for Title I children.

3. No This program is not being operated within the law and requires
Yes-No the immediate attention of the state department and school
district to modify the program then submit an addendum for
approval.

4. No Do you have any suggestions for improvement of the on-site
Yes-No evaluation booklet? If yes, please send your written comments
to:

Division of Compensatory Programs
Bureau of Special and Compensatory Education
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Date(s) on which evaluation was conducted:

February 16 - 17, 1977

Ludene E. Sweeting
Team Chairperson Signature

In addition to the team chairperson, the following members of the evaluation
team assisted in the evaluation:

_____	_____
_____	_____
_____	_____
_____	_____

EDITOR'S HANDBOOK

The Editor's Handbook shows you customs and gives you keys. Customs are habits most people are used to following. One custom is watching fireworks on the Fourth of July. Another is saying "Thank you" when a person gives you a gift.

This Handbook tells about writing customs. The writer follows them to make sure his readers understand. If a writer did not take note of these customs, a line of his writing might look like this:

Bobbie Jo and I when swiming vesterday it was so hot hear in the sittv.

But by following customs that writers and readers are used to, the writer could make his meaning clear:

Bobbie, Jo, and I went swimming vesterday. It was so hot here in the city.

After you have written a draft and have found a subject you really want to write about, follow the customs in your Handbook. Turn back to them whenever you need to. From time to time your teacher or classmate may tell you about a custom you should get to know. Read about it. Follow it. Use it to make sure your readers understand.

The Handbook also has a set of editor's keys. The keys will help you unlock ways to check facts, to get information, to be specific. You can't store in your head every fact you hear or come across. And you don't need to. On the other hand, there are facts you want to find out for the first time. So when you want to check or learn a fact, turn to these keys. You'll become a good editor. You'll learn how to learn.

PUNCTUATION

Apostrophe

1. Use an apostrophe in a contraction to show that part of a word is left out.

I am	I'm	is not	isn't
you are	you're	can not	can't
she is	she's	could not	couldn't
they will	they'll	do not	don't
I would	I'd	does not	doesn't

2. Use an apostrophe before s at the end of a word to show possession.

Eileen's kite Marina's bike chair's leg

Plural word forms are used to show that you are writing about more than one thing: boys, dogs. When a plural word ends in s, put the apostrophe after the s to show "belonging."

boys' club dogs' tails

A few plural words have a special form that does not end in s: women, men, children. To show "belonging," add an apostrophe and s to these words.

women's clothes men's gloves children's games

Colon

3. Put a colon after the greeting in a business letter.

Dear Sirs: Gentlemen: Dear Mr. Lien:

4. Use a colon after the names of the characters speaking in a play.

Natalie: Do you think Mom will let us keep this cat?

Joe: I don't know. We've got to figure out some way to take care of her while we work on Mom.

Comma

5. Use a comma to separate words or groups of words in a series, or list.

The store on the corner sells books, writing paper, and birthday cards.

The rain came down in sheets, lightning flashed, and thunder growled.

Linda had a ham sandwich, a bowl of chicken soup, and icecream.

6. Use a comma to separate items in dates and addresses.

The ship sailed on July 8, 1970.

Mrs. Lopez lives at 2 Main Street, Long Green, Maryland.

7. A comma follows the greeting in a friendly letter and the closing in all letters.

Greeting

Dear Dad,
Dear Pat,

Closing

With love,
Sincerely yours,

8. Use a comma to set off words that are enclosed in quotation marks.

Pam said, "Thanks for the ride."

"We went to the Museum of Natural History," Jason told the class, "and saw huge dinosaur bones."

But if you need another punctuation mark at the end of the quotation, don't use the comma.

"What did you do with my bat?" Jimmy yelled.

"How silly you are!" Nora snapped at her sister.

9. Use a comma after yes or no when either begins a sentence.

Yes, that dog belongs to me.

No, we're not going to play softball today.

10. When a sentence is addressed directly to a person, use a comma to set off the person's name.

Janet, can you come to my house this afternoon?

Please don't drop the dishes, Ann.

11. When you put two complete sentences together with and or but, put a comma before the and or but.

Darlene wanted to go to the movies, but she didn't have any money.

The party was a big success, and everybody had a good time.

Exclamation Point

12. Use an exclamation point after a word or sentence that shows great surprise, excitement, or other very strong feeling.

Hurry up! You'll miss the bus!

Nonsense! You know you don't really mean that.

Period

13. Put a period at the end of a sentence that tells something.

We're going to move to a new apartment next week.

Larry can do more push-ups than anyone else in the class.

14. Put a period at the end of a sentence that tells someone to do something, or not to do something.

Miriam, turn down the record player.

Don't leave your bicycle out in the rain.

15. Use a period after abbreviations.

Doctor	Dr.	yard	yd.	Avenue	Ave.
Massachusetts	Mass.	building	bldg.	Street	St.
pint	pt.	September	Sept.	Boulevard	Blvd.

16. Use a period after initials.

D. O. Wills	J. Albert Robertson	I. O. Mills
John J. Jones	Ingrid K. Hansen	Anthony T. Sabatino

Question Mark

17. Use a question mark to end a sentence that asks something.

What movie are you going to see Saturday?

Have you seen the huge whale at the Museum of Natural History?

Quotation Marks

18. Use quotation marks to set off words that are exactly what someone said. Put the marks at the beginning and at the end of the person's words.

Jack's mother called "It's time for dinner."

"When are you going to finish that job?" Peter's father asked him.

CAPITALIZATION

19. Begin the first word in every sentence with a capital letter.

How soon are we going to leave?

That girl never gets anywhere on time.

You make me furious!

20. Use a capital to begin the first word in the greeting and the closing of a letter.

<u>Greeting</u>	<u>Closing</u>
Dear Carmen,	Cordially yours,
Gentlemen:	With love,

21. Use a capital letter to begin the name of a person and the names of a special place.

<u>Person</u>	<u>Place</u>
Ellen Smith	England
Jasper Hughes	San Francisco
Rony Campbell	Alameda Drive

22. Begin the names of the days of the week, months, and holidays with a capital.

<u>Day</u>	<u>Month</u>	<u>Holiday</u>
Sunday	August	Labor Day
Wednesday	October	Washington's Birthday

23. Use a capital letter to begin the first word and all important words in a title.

The Story of My Life	The Squirrel Wife
The Wizard of Oz	The Fox and the Grapes

24. Always use a capital for the word I.

When I saw the puppy, I wanted him for a pet.
I'll think about that tomorrow.

- 25.. Use a capital to begin a sentence that needs quotation marks around it.

The story began, "Once upon a time in a far off land lived a dragon."
Helly told her mother, "My new jeans got torn when I fell off my bike."

26. Most of the time, begin each line of a poem with a capital.

I'm Nobody! Who Are You?

I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us--don't tell!
They'd banish us, you know.

How dreary to be somebody!
How public, like a frog
To tell your name the livelong day
To an admiring bog!

Emily Dickinson

KEEPING THE SOUND-ALIKES APART

Many words in the English language sound like other words, but they have different meanings and different spellings. Here are some that are very often misused. Keep them straight so you don't confuse your readers.

27. Hear/here

You hear sound with your ear.

Can you hear the foghorn? We'll hear all about the contest today.

Here tells you where someone or something is.

Here are the records. All the pieces of the puzzle are right here.

28. Its/it's

Its means "belonging to it."

Each card has its own place. That car has a dent in its fender.

It's means "it is." The apostrophe shows that the i has been left out of is.

It's not your turn at bat. If it's sunny, we'll go to the beach.

29. Their/there/they're

Their means "belonging to them."

The musicians have their instruments. They have sold their house.

There can mean "in that place" or act as a sentence beginner.

The posters were put there yesterday. There will be a meeting.

They're means "they are." The apostrophe shows that the a has been left out of are.

They're going ~~hame~~ early. Did Mom and Dad say they're eating out?

30. To/too/two

To can help an action word, or it can mean motion toward something.

I don't want to go hame yet. Maureen has gone to the store.

Too means "also," "more than enough," or "very."

We'll go to the movies and stop for a Coke, too.

Did Mom give you too many packages to carry?

These shoes are just too tight.

Two means "one more than one."

We're leaving in two weeks. Dave has two sisters.

31. Your/you're

Your tells that something belongs to you.

Your sweater is on the floor. Did your sister come with you?

You're means "you are." The apostrophe shows that the a has been dropped from are.

You're always in a hurry. Did you say you're going to the library?

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

Appendix J

January 8, 1976

Dr. Ernest B. Fleishman
Central Bucks School District
Administration Center
315 West State Street
Doylestown, Pennsylvania 18901 RE: Project #48-5446-09-210-01

Dear Ernie:

This letter is to confirm our discussions at the exit conference for the monitoring visit conducted on January 6, 1976. The conclusions drawn were based on visitations to four elementary schools and may or may not apply consistently across the district.

The strengths of the program observed at one or more schools were as follows.

1. Aides were well trained.
2. Certified reading specialists provided prescription and diagnosis for Title I aides.
3. Aides saw Title I students in a resource room and worked individually or in small groups with only these students.
4. The students with the greatest deficiency in reading were served first. Expectancy and potential formulas were not used to exclude children.
5. The services rendered by the Title I aides were in addition to those services provided by the operating funded reading specialists.
6. A standardized form was utilized to report prescribed reading instruction to the Title I aides.
7. The Title I aides worked under the immediate supervision of the certified reading specialists.

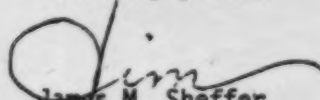
Dr. Ernest B. Fleishman
Page Two
January 8, 1976

The preceding strengths were not evident at every building monitored. It is strongly recommended that your office incorporate these strengths into the Title I programs at every building so services will be consistent districtwide.

Because of the nature of your "motivational" basic skills program, I will certainly be interested in receiving your pre and post tests results in the spring.

It was a pleasure to visit your school district and meet with your staff. I hope I was of assistance to you, and if you have any questions, feel free to contact me at 717/787-7135.

Sincerely yours,



James M. Sheffer
Basic Education Associate
Division of Compensatory Programs
Bureau of Special and Compensatory
Education

JMS:dp

cc: Mr. Ralph Messersmith, Project Director
Mr. William M. Dallam
Project File



CENTRAL BUCKS SCHOOL DISTRICT • DOYLESTOWN, PENNSYLVANIA

Ernest B. Fleishman, Superintendent

January 15, 1976

Mr. Ralph Messerschmidt, Principal
Warwick Elementary School
Jamison, Pennsylvania 18929

Dear Ralph:

This correspondence is in regard to Jim Sheffer's letter of January 8, 1976. In reviewing the letter, it is apparent that Jim has taken a positive approach by highlighting those aspects of the program which were evident in some schools but not all. He complimented us on these aspects with the implication that we would see to it that these were more uniformly applied in all schools.

As project director it is now your responsibility to review these seven points and to see that they are being implemented in all schools. Dr. Hingston and I will be glad to assist you in any way.

Could you kindly inform me by way of a report in the not distant future as to what steps have been taken to implement the procedures, and also as to what provisions are being made to monitor the program to see to it that in effect these things are happening?

In other words, Ralph, I am asking that a careful plan be developed so that when the next team comes through there is genuine evidence of our following through on these suggestions. Thank you for your cooperation.

Sincerely,

Ernest B. Fleishman,
Superintendent

EBF:rld
cc: Dr. Hingston



CENTRAL BUCKS SCHOOL DISTRICT • DOYLESTOWN, PENNSYLVANIA

Ernest B. Fleishman, Superintendent

January 22, 1976

Dr. Ernest B. Fleishman
Superintendent C B School District
Administration Center
315 West State Street
Doylestown, Pa. 18901

Dear Dr. Fleishman,

In pursuance of your letter of January 15, directing me, as Title I Project Director, to formulate a plan to remediate deficiencies in the Title I Program, the following plan is submitted for your approval.

1. Mr. Sheffer's letter has been reproduced and copies prepared for everyone who is connected with the program. The seven (7) strengths of the program are clearly identified.
2. On Friday afternoon, January 30, Marion Detwiler and I will review the strengths of the Program and identify weaknesses as well. Plans will be cooperatively developed to remediate the deficiencies. These take, at this juncture three (3) forms:
 - a. Participating pupils must receive as much attention as do non-participating
 - b. A "form" will be developed which will be uniform throughout the C B District for writing prescriptions.

c. In situations where pupils have been systematically excluded due to expectancy, the situation will be changed in order that the pupil with the greatest reading deficiency is included.

3. During his visit, Mr. Sheffer made mention of a standardized form to be used to report test scores. Attempts will be made to secure these forms in order that test scores might be reported in an acceptable fashion. Also, during his visit, it was learned that there are two (2) people who are less than fully certified. Plans are currently being made to remediate this deficiency.
4. A time line will be prepared which will be used to indicate progress in remediating all deficiencies.
5. The Evaluation Criteria, recently received, will be reviewed and plans drawn for the completion. The forms related to the Evaluative criteria will be completed and returned to Harrisburg.
6. On May 10, 11 and 12, there will be a team of three (3) evaluators visit the Central Bucks School District in order to evaluate the Program.

Sincerely yours,

Ralph M. Messerschmidt

Ralph M. Messerschmidt
Warwick Elementary

RMH/hrc

Appendix M

CENTRAL JUCKS SCHOOL DISTRICT
Warwick Elementary School

January 29, 1976

Dear Colleague,

In following up on our telephone calls, this note is intended to remind you of our appointment as outlined on the attached sheet.

Thank you,

Ralph M. Messerschmidt
Ralph M. Messerschmidt

RMM/hrc

SCHEDULE FOR RALPH'S VISITING PARTICIPATING SCHOOLS IN THE TITLE I ESEA PROGRAM

FEBRUARY	SCHOOL	TIME	COMMENTS
2	BARCLAY	1:00 PM	
3	CHALFONT	8:00 AM	
	PEACE VALLEY	9:30 "	
	TAMANEND JR. H.	11:00 "	
4	TITUS	1:00 PM	
5	ST. JOSEPH'S	9:00 AM	
6	DOYLE	8:00 AM	
	PLUMSTEAD CDS	10:00 "	
	GAYMAN	12:00 M	
9	BUCKIN HAM-	8:15 AM	
	UNAMI	10:30 "	
	BUTLER	12:00 M	
10	PINE RUN	1:30 PM	
11			

JV

SCHEDULE (continued) FOR RMM VISITING PARTICIPATING SCHOOLS TITLE I- 2 -

FEBRUARY	SCHOOL	TIME	COMMENTS
12	LINDEN	9:00 AM	
	OUR LADY OF M.G.	10:30 "	
13	WARWICK	8:15 AM	
17	KUTZ	8:00 AM	
18	ST. JUDE'S	9:00 AM	
19			
20	HOLICONG	10:00 AM	
23			
24			
25	LENAPE	9:05 AM	
26			
27			
151			

CENTRAL BUCKS SCHOOL DISTRICT
ESEA TITLE I PROGRAM 1975-76

Evaluation Form

April 27, 1976

Dear Parents,

During the current (1975-76) school term, your daughter/son has been a participant in a Special Reading Program (ESEA Title I). Using a scale of (5) as meaning outstanding; (4) as meaning good; (3) as meaning satisfactory; (2) as meaning improvement needed; (1) as meaning unsatisfactory, please circle the numeral that you feel best suits the question or statement as you know about it:

1. How would you evaluate the total program? 5 4 3 2 1

2. How do you think your son/daughter feels about the program? 5 4 3 2 1

Can you tell reason(s) for this feeling?

3. How would you describe your son's/daughter's progress in reading? 5 4 3 2 1

Comments:

4. How would you have described your son's/daughter's attitude toward reading when school started last September? 5 4 3 2 1

Comments:

5. How would you describe your son's/daughter's attitude toward reading at this time 5 4 3 2 1

Comments:

Further comments or suggestions that you may have:

Thank you for your help.

Please return the completed questionnaire to your school.

If you have questions please call 343-1707.

Thank you,

Ralph M. Messerschmidt

Ralph M. Messerschmidt
ESEA Title I Project Director

RMM/hrc

CENTRAL BUCKS SCHOOL DISTRICT
ESEA TITLE I PROGRAM 1975-76

Appendix C

Evaluation (Reading Aides)

Using a scale of (5) as meaning outstanding; (4) as meaning good;
(3) as meaning satisfactory; (2) as meaning improvement is needed
(1) as meaning unsatisfactory, please circle 0 the numeral that
you feel best suits the question/statement:

1. Please evaluate the total program: 5 4 3 2 1

What do you feel are the strengths/or weaknesses of
this type of program?

What changes would you recommend?

2. To what extent did classroom teachers support the
program? 5 4 3 2 1

In what ways?

3. To what extent is keeping a log of each student's
progress of value? 5 4 3 2 1

Comments/suggestions:

4. To what extent is keeping a log of his own progress
of value to the student? 5 4 3 2 1

Comments/suggestions:

5. Please evaluate the training and help you received
during the year:

a. Orientation/training 5 4 3 2 1

Comments/suggestions:

b. Bi-monthly cluster meetings: 5 4 3 2 1

Comments/suggestions:

- c. In-service sessions within your own school 5
4 3 2 1

Comments/suggestions:

- d. On-going help from the reading specialist 5
4 3 2 1

Comments/suggestions:

6. Availability of instructional materials 5 4 3 2 1

Comments/suggestions:

7. Quality of instructional materials 5 4 3 2 1

Comments/suggestions:

8. The ratio of students per reading aide in the Central Bucks District was 6 students to 1 aide. How would you rate that ratio? 5 4 3 2 1

What was your ratio?

Comments/suggestions:

9. Please evaluate the physical conditions under which you worked(the room, space, etc.): 5 4 3 2 1

Comments/suggestions:

10. In general, how do you feel about the academic progress of the student participants? 5 4 3 2 1

Comments/suggestions:

11. Please evaluate the attitude of the student participants as compared with their attitude in October 5 4 3
2 1

Comments/suggestions:

12. At what grade level do students seem to profit most
from this type of program? 2 3 4 5 6 7
8 9

Comments/suggestions:

13. At what grade level do students seem to profit least
from this type of program? 2 3 4 5 6 7
8 9

Comments/suggestions:

CENTRAL BUCKS SCHOOL DISTRICT
ESEA TITLE I PROGRAM 1975-76

Appendix F

Evaluation (Reading Specialists)

Using a scale of (5) as meaning outstanding; (4) as meaning good;
(3) as meaning satisfactory; (2) as meaning improvement is needed;
(1) as meaning unsatisfactory, please circle 0 the numeral that
you feel best suits the question/statement:

1. Please evaluate the total program: 5 4 3 2 1

What do you feel are the strengths/or weaknesses of this
type of program?

What changes would you recommend?

2. To what extent did classroom teachers support the
program? 5 4 3 2 1

In what ways?

3. To what extent is keeping a log of each student's progress
of value? 5 4 3 2 1

Comments/suggestions:

4. To what extent is keeping a log of his own progress of
value to the student? 5 4 3 2 1

Comments/suggestions:

5. Please evaluate the training and help you received during
the year:

a. Orientation/training 5 4 3 2 1

Comments/suggestions:

b. Bi-monthly cluster meetings: 5 4 3 2 1

Comments/suggestions:

- c. In-service sessions within your own school 5 4
3 2 1

Comments/suggestions:

- d. On-going help from the reading coordinator 5 4
3 2 1

Comments/suggestions:

6. Availability of instructional materials 5 4 3 2 1

Comments/suggestions:

7. Quality of instructional materials 5 4 3 2 1

Comments/suggestions:

8. The ratio of students per reading aide in the Central Bucks District was 6 students to 1 aide, How would you rate that ratio? 5 4 3 2 1

What was your ratio?

Comments/suggestions:

9. Please evaluate the physical conditions under which you worked (the room, space, etc.): 5 4 3 2 1

Comments/suggestions:

10. In general, how do you feel about the academic progress of the student participants? 5 4 3 2 1

Comments/suggestions:

11. Please evaluate the attitude of the student participants as compared with their attitude in October 5 4 3
2 1

Comments/suggestions:

12. At what grade level do students seem to profit most
from this type of program? 2 3 4 5 6 7
8 9

Comments/suggestions:

13. At what grade level do students seem to profit least
from this type of program? 2 3 4 5 6 7
8 9

Comments/suggestions:

14. Methods for recruiting/selecting aides 5 4 3 2 1
Please describe how this was accomplished

15. Principal attitude toward the program 5 4 3 2 1
Comments

16. Principal support of the program 5 4 3 2 1
Comments

Region Eight Right to Read

Research and Development Center
 140 East Church Street
 Sellersville
 Bucks County, Penna. 18960

Student _____

Date _____

School _____

Grade _____

Product Evaluation

Goal IV: Improve attitude toward reading

1.0 Success oriented learning enviroment

Yes

No

Sometimes

1.1 Do you read at home?



1.2 Do you like to read?



1.3 Learn new things from reading?



1.4 Enjoy pictures?



1.5 Enjoy listening to stories?



2.0 Read materials he chooses

2.1 Do you read books from the library?



2.2 Do you ask for a good book?



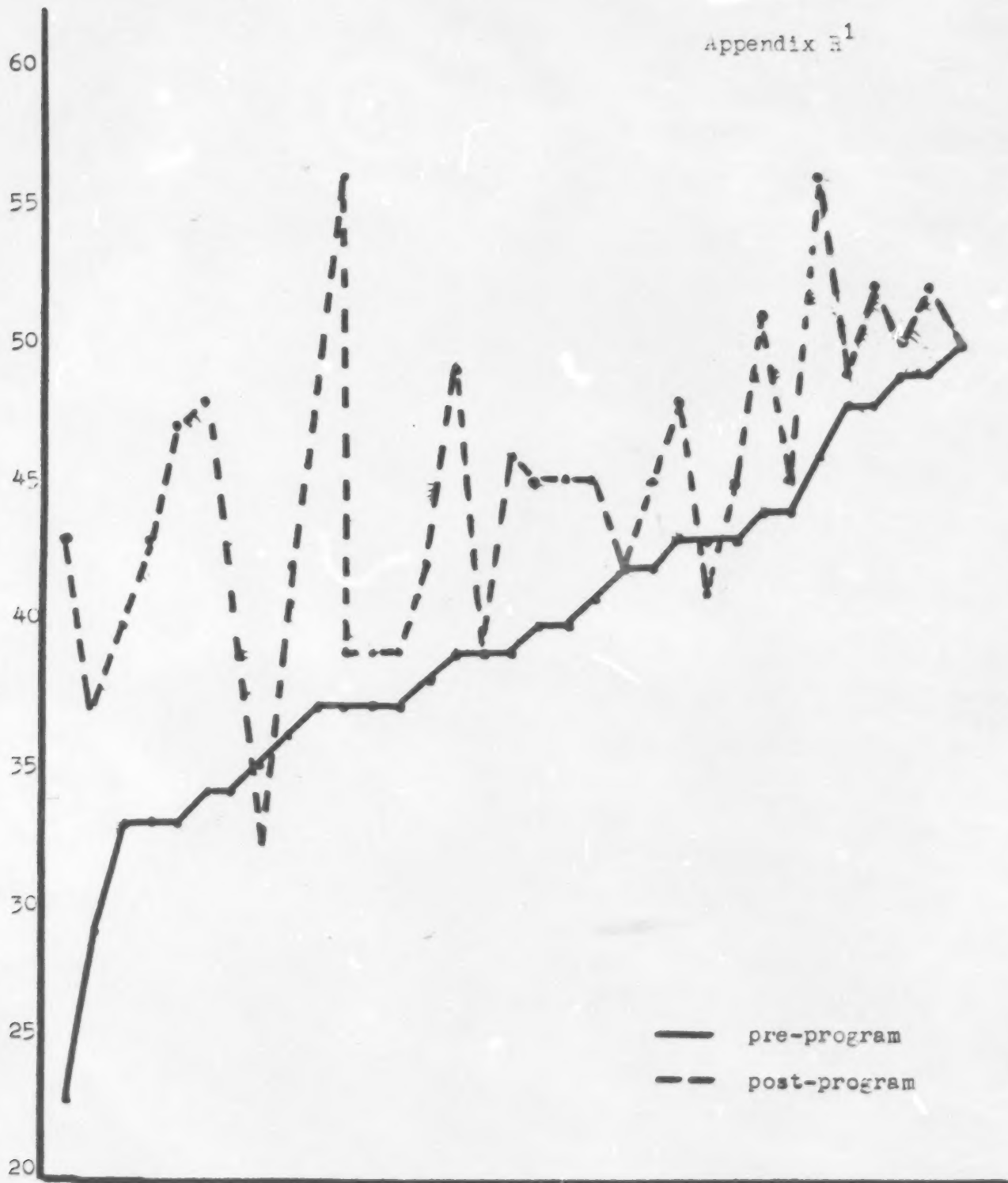
2.3 Read magazines?



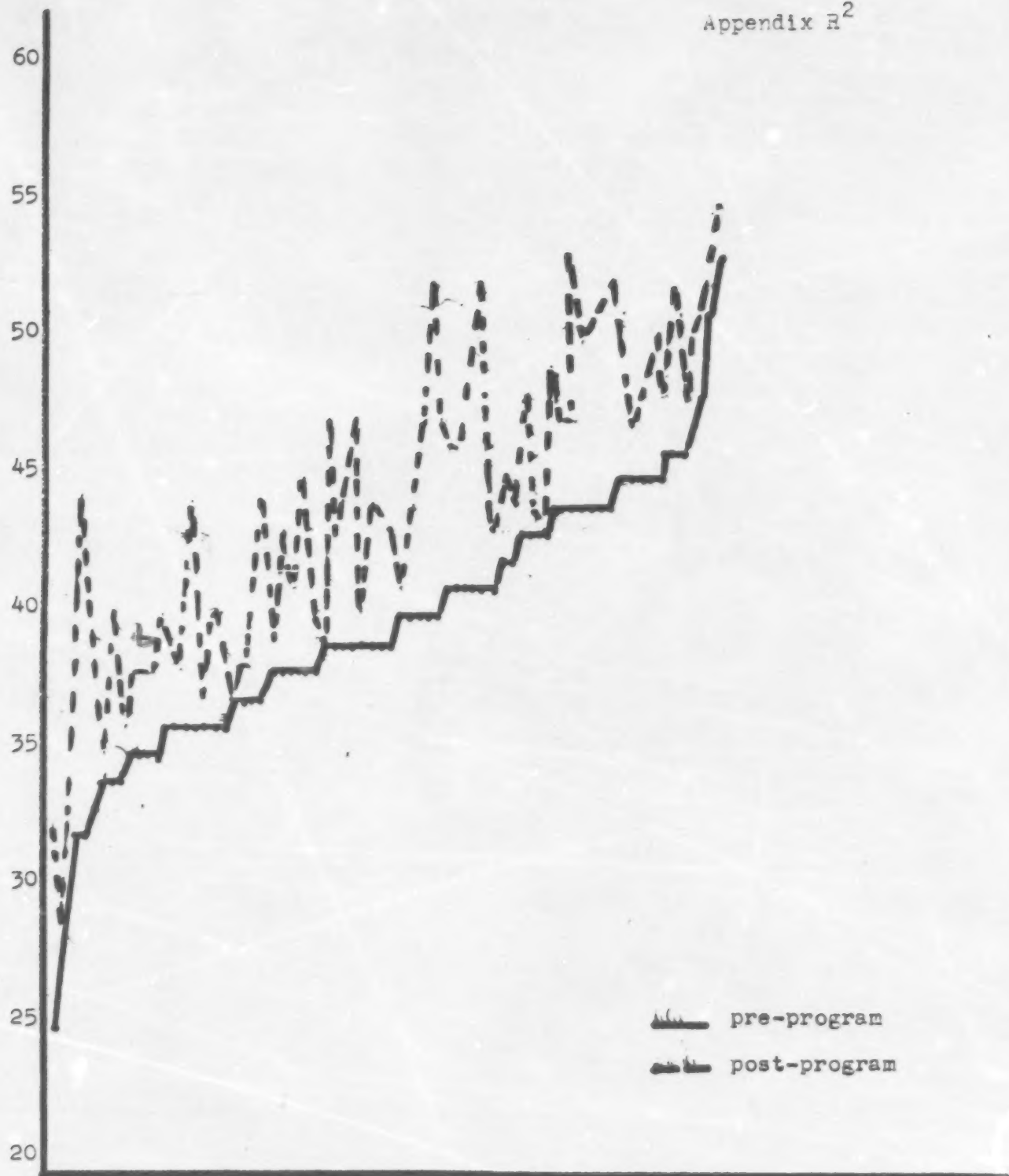
2.4 Read newspapers?



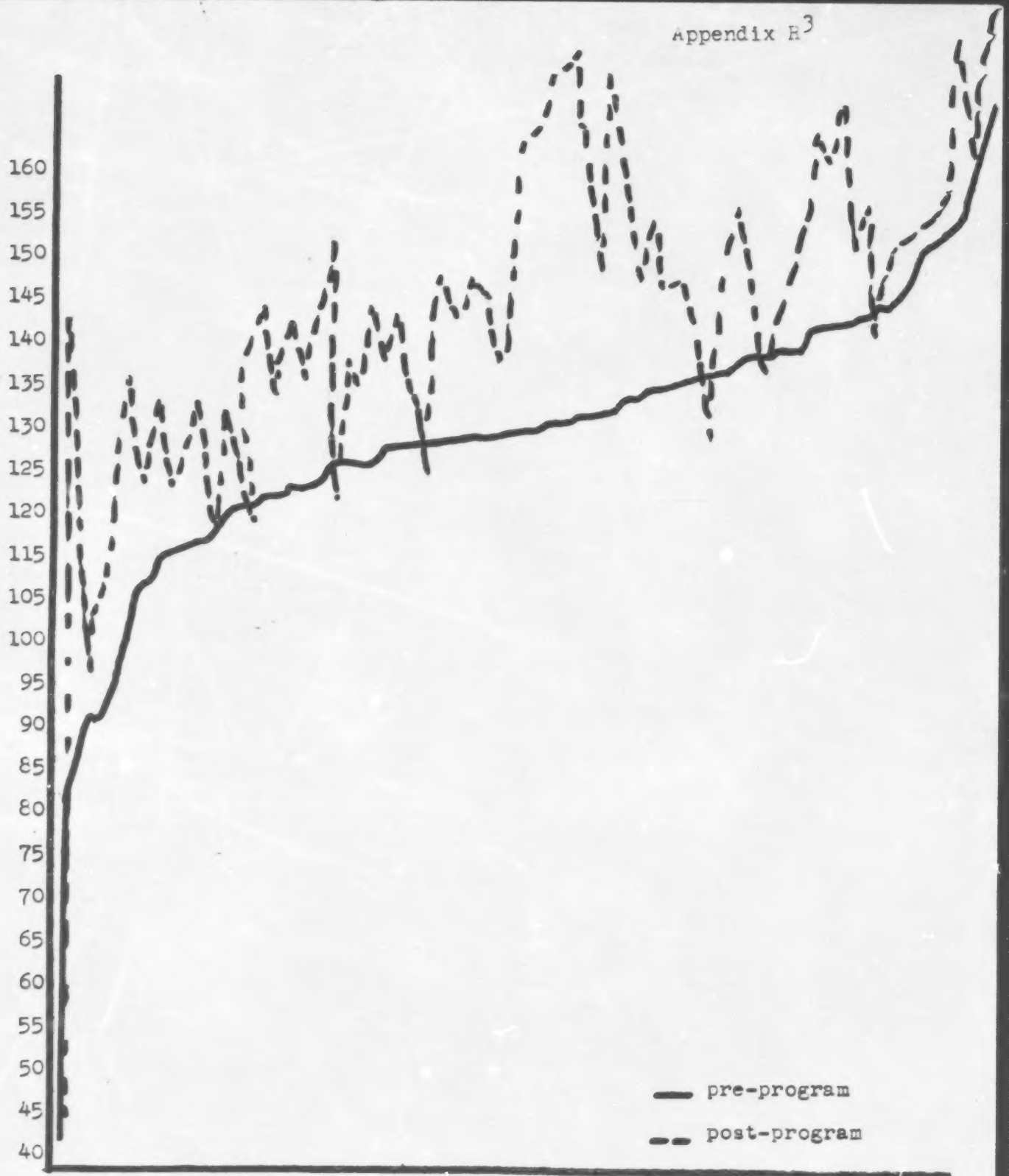
	Yes	No	Sometimes
3.0 Cooperate with parents and volunteers			
3.1 Do you like reading to an aide?			
3.2 Do you like to read to your parents?			
4.0 Share reading experiences with others			
4.1 do you read to others?			
4.2 Do you ask others to read to you?			
4.3 Help children read?			
4.4 Telling stories?			
4.5 Make-up stories?			
4.6 Talk about stories you've read?			
4.7 Acting out stories?			



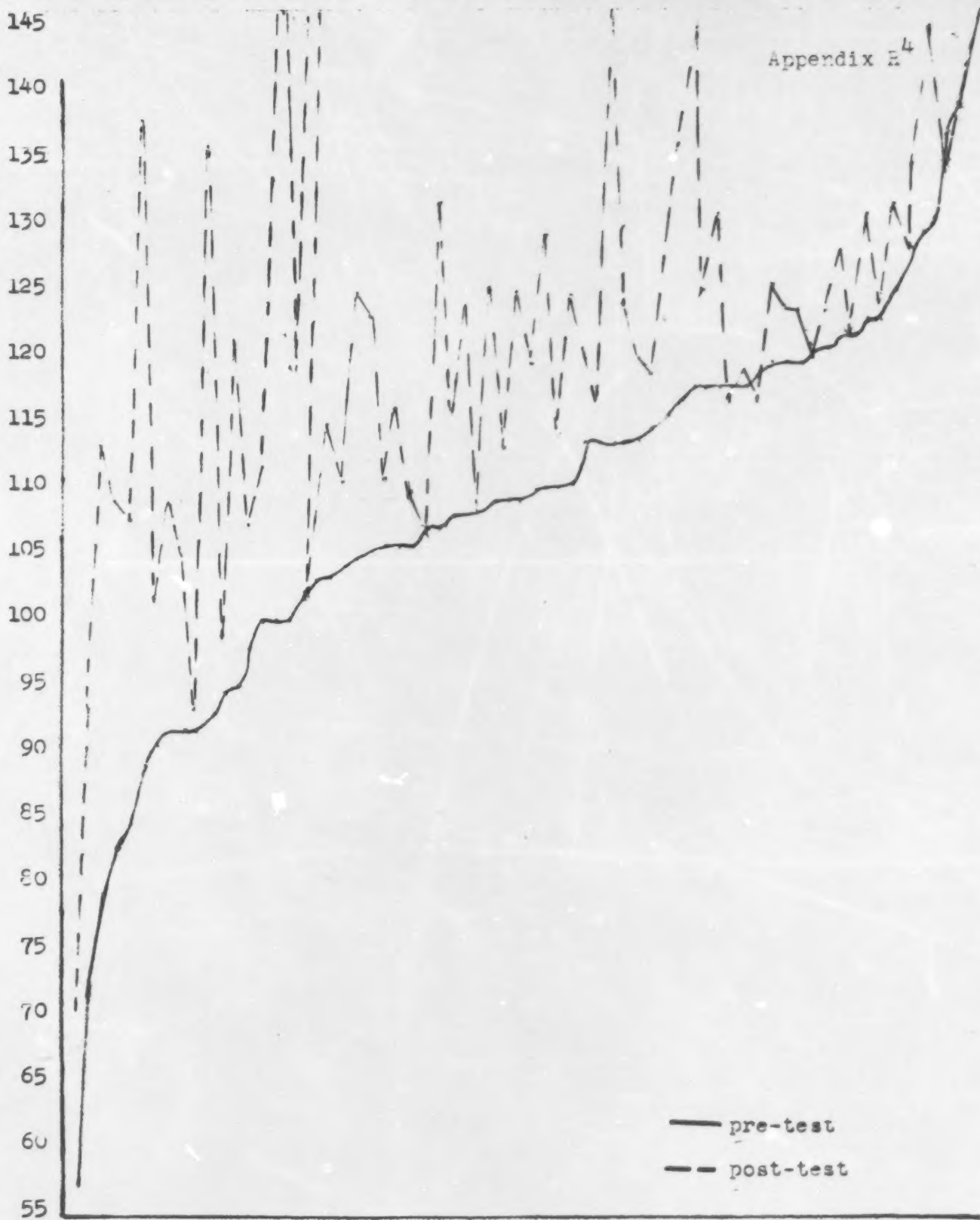
2 nd grade Attitude Test results



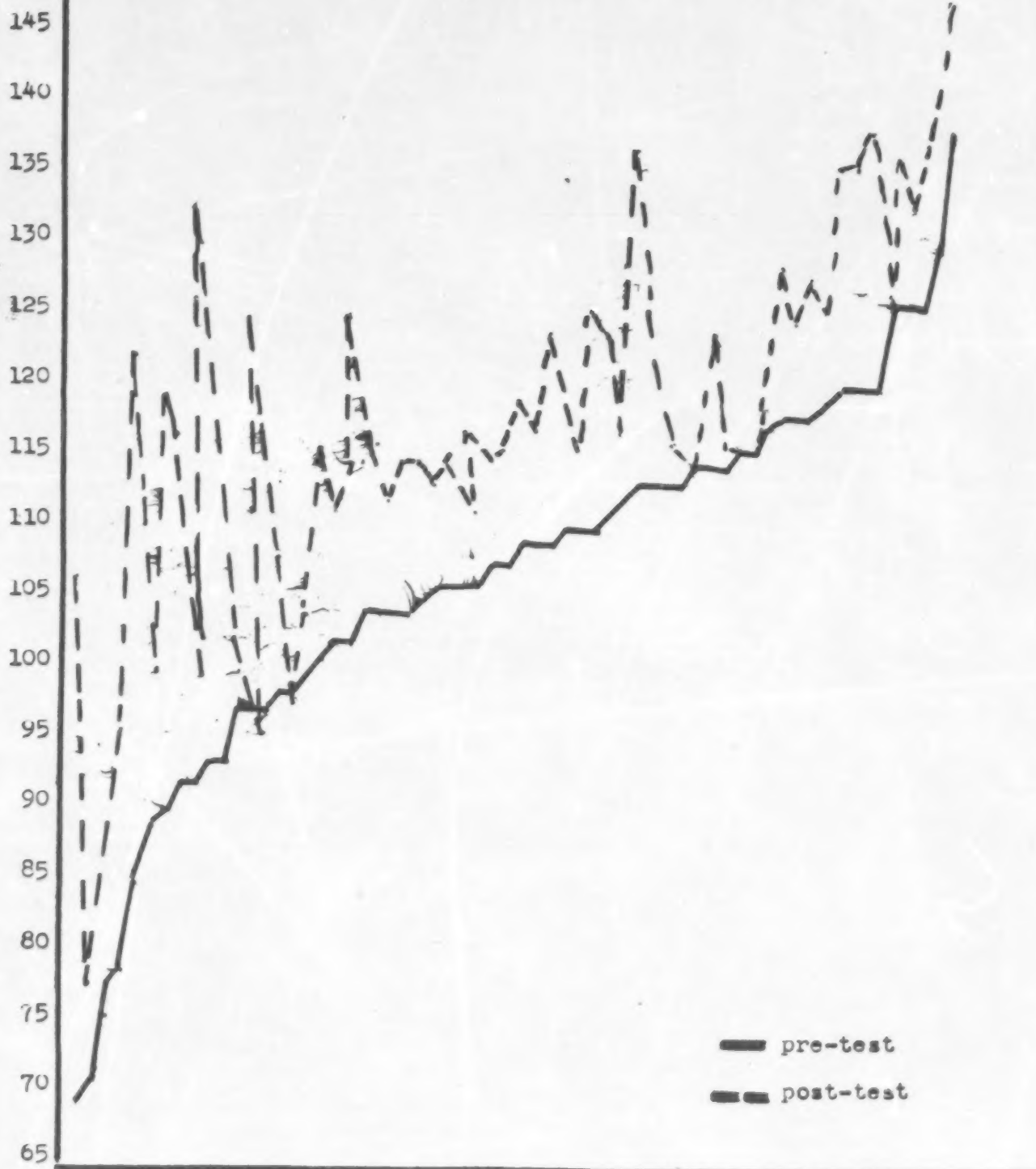
3 rd grade Attitude Test results

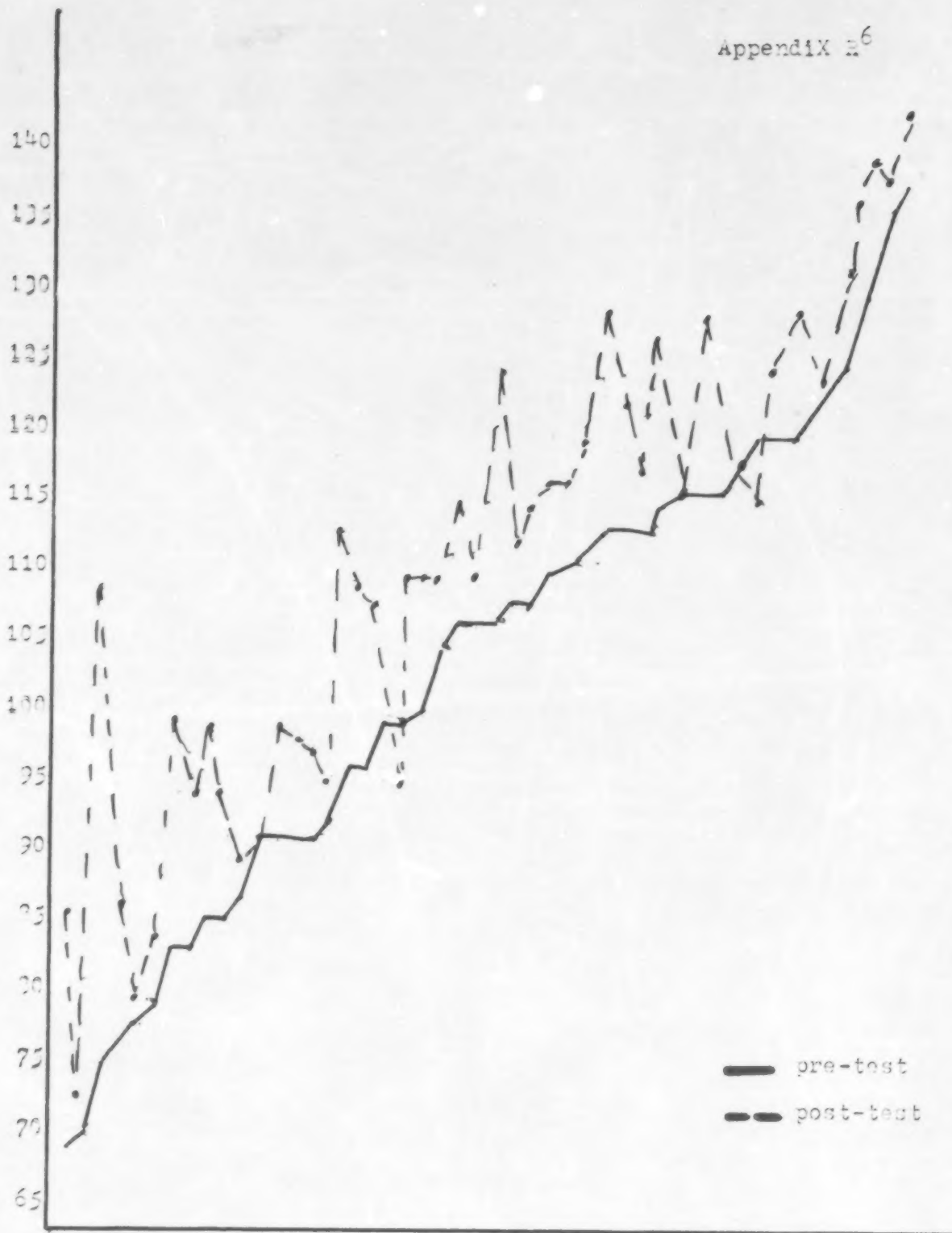


4 th grade Attitude Test results



5 th grade Attitude Test Results





7 th - 9 th grade Attitude Test results

C. R. P. T. ATTITUDES TOWARD READING

Grades 4 - Jr. Hi.

Name _____

School _____

Grade _____

EXAMPLES

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
A. Math is the hardest subject I know.	++	+	-	=
B. Ice cream is good at any time of the year.	++	+	-	=
C. I am a very fast runner.	++	+	-	=
D. I don't like going to the movies.	++	+	-	=

Read the following statements silently as they are read aloud to you one at a time. Then, if you agree with the statement, circle the +. If you disagree, circle the -. If you agree very much or strongly, circle the ++. If you disagree very much or strongly, circle the ==.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. Learning to read is very important.	++	+	-	=
2. Reading is the hardest thing I have to do.	++	+	-	=
3. I like to take a book to bed with me at night.	++	+	-	=
4. I get nervous when the teacher asks me to read out loud.	++	+	-	=
5. I am very proud of the way I read.	++	+	-	=
6. I learn all sorts of new things when I read.	++	+	-	=
7. I don't like visiting the library.	++	+	-	=
8. I don't think a book is a very good birthday present.	++	+	-	=
9. I often volunteer to read aloud in school.	++	+	-	=
10. Reading is often very boring.	++	+	-	=

C. R. P. T. ATTITUDES TOWARD READING

3

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
11. I am a good reader.	++	+	-	=
12. I get worried when I am asked to read something.	++	+	-	=
13. I like to read to people.	++	+	-	=
14. My mother is disappointed in my reading.	++	+	-	=
15. I dislike books.	++	+	-	=
16. The thing I like best about school is reading.	++	+	-	=
17. I would rather do almost anything than read.	++	+	-	=
18. I don't like to tell other people about things I have read.	++	+	-	=
19. I spend a lot of my time at home reading.	++	+	-	=
20. I think I am one of the best readers in my class.	++	+	-	=
21. My classmates like to hear me read.	++	+	-	=
22. I like to figure out new words.	++	+	-	=
23. I don't think I want to learn another language.	++	+	-	=
24. I am a slow reader.	++	+	-	=

C. R. P. T. ATTITUDES TOWARD READING

4

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
25. When I grow up I think I would like to teach children like me how to read.	++	+	-	=
26. Reading is something I usually do without having to be told.	++	+	-	=
27. I usually understand a story the first time I read it.	++	+	-	=
28. I feel good about my reading.	++	+	-	=
29. Most kids my age read better than I do.	++	+	-	=
30. I have trouble sounding out words.	++	+	-	=
31. I have trouble reading new things.	++	+	-	=
32. I usually take good care of books.	++	+	-	=
33. I like talking about things more than I like reading about them.	++	+	-	=
34. I am happiest when I am reading.	++	+	-	=
35. I like to get books for presents.	++	+	-	=
36. I never read unless someone forces me.	++	+	-	=
37. I read whenever I have any free time.	++	+	-	=

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
38. I am a fast reader.	++	+	-	=
39. I often start to read something but give up because I don't understand it.	++	+	-	=
40. I would like reading better if someone would help me with it.	++	+	-	=
41. I like to start a new book.	++	+	-	=
42. When a book is too hard for me, I usually stop reading it.	++	+	-	=
43. I find reading very easy.	++	+	-	=
44. I often read the cereal box while I am eating.	++	+	-	=
45. I think I am one of the worst readers in my class.	++	+	-	=

Botel Reading Inventory

WORD RECOGNITION TEST - Form B

<u>A</u>	<u>B</u>	<u>C</u>
and	am	after
big	away	ask
can	box	bear
down	came	call
for	dog	cow
go	eat	feet
here	fun	from
I	good	had
is	help	her
jump	know	hurry
look	Mr.	lost
me	on	monkey
my	pet	new
oh	ran	open
red	she	penny
said	surprise	school
the	them	splash
up	they	that
we	too	two
with	was	water

D

afraid
balloon
bell
brought
cage
city
country
elephant
five
gone
keep
men
neighbor
paper
pony
room
should
six
sun
tie

E

air
believe
butter
count
drive
fairy
flour
gray
hide
kept
left
mouth
pay
push
roof
sheep
sound
such
those
wheel

F

almost
bottom
circle
decide
elevator
forest
handle
interest
low
minute
nut
pipe
princess
ripe
set
since
star
ten
travel
wear

WORD RECOGNITION TEST - Form B

G

adventure
beans
bother
certain
comfortable
delight
elf
fiercely
growl
inch
knee
mad
order
plow
rather
scold
shot
spill
stump
thousand

H

agony
bargain
brass
chocolate
courage
coward
director
divorce
flutter
harmony
independence
management
nervous
pant
remedy
respond
sentence
severe
thence
unfortunate

Word Recognition Test (continued)

<u>Fifth</u>	<u>Sixth</u>	<u>Jr. (7-8)</u>	<u>Sr. (9-12)</u>
1. abode	abbey	abate	abandoned
2. artistic	artillery	armament	armada
3. bobby	blunder	blunt	blurt
4. chart	Charleston	charitable	Charlemagne
5. coral	coon	coolie	cooking
6. devise	Diana	devoted	detestable
7. embarrass	embroider	Elsie	elude
8. fireplace	fir	fireman	Finland
9. granite	grammar	graciously	graduation
10. hurried	hurrah	Hungarian	hundredth
11. Jacob	isolate	jeer	islet
12. loyalty	loving	loveliness	lovable
13. Morgan	Moses	morrow	morose
14. overflow	outstanding	outstretched	outsider
15. Polly	ponder	poorly	pollute
16. recovery	recite	recline	recital
17. scar	sausage	saucepan	Saul
18. so-called	snowy	snuff	snuggle
19. surroundings	suspicious	Susan	surveying
20. trumpet	Troy	trudge	truant

WORD OPPOSITES TEST - FORM A

NAME _____ DATE _____ TEACHER _____

INSTRUCTIONAL LEVELS _____ POTENTIAL READING LEVEL _____

FIRST READER

a.

b.

c.

- | | | | | |
|-----|-------|--------|-------|-------|
| 1. | white | yellow | black | back |
| 2. | work | funny | happy | play |
| 3. | day | play | red | night |
| 4. | take | away | give | find |
| 5. | now | the | them | then |
| 6. | under | away | over | out |
| 7. | old | mother | on | new |
| 8. | stay | here | open | go |
| 9. | run | walk | fast | look |
| 10. | man | little | woman | work |

BEGINNING SECOND

a.

b.

Score _____ %

c.

d.

- | | | | | | |
|-----|--------|--------|--------|---------|--------|
| 1. | front | under | back | up | little |
| 2. | always | never | every | nothing | more |
| 3. | last | run | fast | first | will |
| 4. | before | near | prize | high | after |
| 5. | near | far | in | laugh | next |
| 6. | little | every | big | hungry | better |
| 7. | laugh | train | little | cry | funny |
| 8. | city | garden | farm | fish | friend |
| 9. | off | out | high | behind | on |
| 10. | found | lost | good | top | all |

WORD OPPOSITES TEST - FORM A

NAME _____ DATE _____ TEACHER _____

INSTRUCTIONAL LEVELS _____ POTENTIAL READING LEVEL _____

FIRST READER

a.

b.

c.

- | | | | | |
|-----|-------|--------|-------|-------|
| 1. | white | yellow | black | back |
| 2. | work | funny | happy | play |
| 3. | day | play | red | night |
| 4. | take | away | give | find |
| 5. | now | the | them | then |
| 6. | under | away | over | out |
| 7. | old | mother | on | new |
| 8. | stay | here | open | go |
| 9. | run | walk | fast | look |
| 10. | man | little | woman | work |

BEGINNING SECOND

a.

b.

Score _____ %

c.

d.

- | | | | | | |
|-----|--------|--------|--------|---------|--------|
| 1. | front | under | back | up | little |
| 2. | always | never | every | nothing | more |
| 3. | last | run | fast | first | will |
| 4. | before | near | prize | high | after |
| 5. | near | far | in | laugh | next |
| 6. | little | every | big | hungry | better |
| 7. | laugh | train | little | cry | funny |
| 8. | city | garden | farm | fish | friend |
| 9. | off | out | high | behind | on |
| 10. | found | lost | good | top | all |

Word Opposites Test (continued)

page 2

High Second

	a	b	c	d
1. left	above	right	change	straight
2. dark	black	surprise	red	light
3. happy	loud	sing	laugh	sad
4. hard	soft	silly	large	pony
5. warm	change	cold	supper	kitchen
6. finished	thank	began	story	right
7. young	ago	sister	old	teacher
8. glad	money	seven	sorry	laugh
9. push	pull	honk	picnic	straight
10. forget	believe	remember	magic	sure

Beginning Third

	a	b	c	d
1. easy	plenty	hard	welcome	trouble
2. right	light	rain	wrong	yes
3. against	again	farm	for	dark
4. rich	tree	poor	yard	good
5. empty	plenty	almost	full	perhaps
6. lead	enjoy	follow	important	sign
7. whole	cabbage	bunch	part	begin
8. whisper	lucky	shout	enter	quiet
9. mean	pleasant	excite	clever	slide
10. dirty	face	clean	smooth	black

Word Opposites Test (continued)

page 3

<u>High Third</u>	a	b	c	d
1. often	now	always	sometimes	first
2. swiftly	slowly	silently	lonely	scared
3. discover	arrive	look	lose	find
4. daughter	brother	pair	stupid	son
5. foolish	wise	sick	sorry	sweet
6. thin	think	thick	tall	short
7. smart	mad	weak	stupid	empty
8. wide	small	narrow	pleasant	full
9. husband	father	uncle	son	wife
10. enemy	friend	escape	question	bottom

<u>Fourth</u>	a	b	c	d
1. absent	away	present	accident	clever
2. wake	morning	night	throat	sleep
3. careful	angel	devil	appetite	careless
4. gather	scatter	collect	spoil	wide
5. expensive	costly	cheap	rich	tomorrow
6. fail	capture	succeed	miss	laundry
7. uncertain	simple	never	sure	freedom
8. reward	ribbon	medal	punish	answer
9. beneath	above	under	below	joy
10. answer	reply	question	state	letter

<u>Fifth</u>	a	b	c	d
1. ugly	witch	beautiful	unpleasant	heavy
2. noisy	children	tight	quiet	shouting
3. moisture	damp	lower	dryness	rain
4. merry	party	unhappy	pleasant	teacher
5. tough	skin	mountain	weak	loyal
6. outer	outside	inner	yard	overflow
7. imprison	worry	wander	free	journey
8. length	wide	long	width	southward
9. idle	busy	empty	deny	agree
10. accept	often	refuse	normal	loose

<u>Sixth</u>	a	b	c	d
1. strengthen	stronger	weaken	support	luncheon
2. advance	retreat	move	correct	apply
3. include	angle	shelter	omit	scatter
4. positive	surely	accept	worthwhile	negative
5. abundant	scarce	rarely	insist	plenty
6. villain	actor	hero	crisis	ugly
7. frequently	often	normal	seldom	usual
8. completely	entirely	partly	careful	simpl ^e
9. fertile	garden	crude	abundant	barren
10. surrender	continue	retire	defeat	battle
<u>Jr. High (7-8)</u>	a	b	c	d
1. accidental	agreeable	intentional	timely	trial
2. usually	often	normal	average	rarely
3. tardy	strict	frequently	seldom	early
4. idiot	genius	average	vulgar	stupid
5. reluctant	resisting	enthusiastic	negative	indifferent
6. antique	ancient	modern	president	co-operate
7. accurate	right	correct	incorrect	apply
8. ebb	aspire	subside	flood	confess
9. inferior	superior	gentle	lower	poor
10. abhor	detest	admire	absent	deny
<u>Sr. High (9-12)</u>	a	b	c	d
1. colorless	jovial	glamorous	ignorant	drab
2. chastise	punish	sympathize	applaud	naughty
3. restrained	small	refined	expansive	acclaimed
4. illegal	illicit	lawful	illusion	admonish
5. irrelevant	irregular	fragile	pertinent	festive
6. prolific	punctual	barren	citadel	prohibit
7. authentic	authoritative	glimmer	imitation	conceal
8. obsolete	absolute	old-fashioned	current	obvious
9. refute	sustain	disprove	refuse	suspect
10. literal	petite	figurative	lenient	ignorant